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I

OVERVIEW OF UTAH'S MONITORING SYSTEM

The Utah State Office of Education, Special Education Services (USOE-SES) has the responsibility of monitoring compliance with federal and state requirements under the Individuals with Disabilities Education Act of 2004 (IDEA). This responsibility is administered within the framework of supporting positive results for students with disabilities.

USOE-SES's continuous improvement monitoring system reflects the federal intent to emphasize a data-driven, systemic approach to compliance and improvement of results for children with disabilities. UPIPS implementation has been generally effective in assisting charter schools in maintaining procedural compliance with federal and state regulations. The 2005 revision of UPIPS provides for additional levels of SEA support for charter schools with continuing uncorrected compliance issues during previous UPIPS cycles, creating a process that is differentiated by results.

While continuing the monitoring of IDEA compliance, renewed focus is on the systematic evaluation of the impact of special education services on student achievement. Thus, this model has shifted from the previous emphasis of episodic procedural monitoring to one of active strategic planning and continuous improvement within the framework of compliance.

Objectives of the Continuous Improvement Monitoring System

The monitoring system has four major objectives:

- Ensure a meaningful and continuous process that focuses on improving academic and social outcomes for students with disabilities.
- Connect charter school improvement efforts with IDEA requirements.
- Support each charter school in the process of self-assessment and evaluation of compliance and program effectiveness.
- Link program improvement activities with personnel development planning.

Monitoring Process Themes

The overall system is based on the following underlying principles or themes.

- **Continuity.** An effective accountability system is continuous rather than episodic, linked to systemic change, and integrates self-assessment with continuous feedback and response.
- **Partnership with stakeholders.** The LEA works in partnership with diverse stakeholders. This collaboration impacts the following areas: the collection and analysis of self-assessment data, the identification of critical issues and solutions to problems, and the development, implementation, and oversight of improvement strategies to ensure compliance and improved results for students with disabilities.
- Charter School accountability. Charter schools are accountable for identifying strengths and areas of concern based upon data analysis; identifying, implementing and revising strategies for program improvement, and annual measurement and progress reports.

- **Self-assessment.** Each charter school works with stakeholders to design and implement a self-assessment process that focuses on improving results for students with disabilities.
- **Data-driven process.** The improvement process in each charter school is driven by data that focuses on improved results for students with disabilities. Each charter school collects and uses data on an ongoing basis, aligned with the charter school's performance goals and indicators. Data that are available and can be critical to the self-assessment process include: personnel needs, graduation and drop-out rates, performance of students with disabilities on state- and school-wide assessments, rates at which children with disabilities are suspended and/or expelled from school, and rates of identification and placement of students from minority backgrounds.
- **Technical assistance.** Because the focus of the monitoring process is on continuous improvement, technical assistance is a critical component of the process. Key components of technical assistance are the identification and dissemination of promising practices and personnel development. Charter schools are encouraged to include these components as part of their improvement plan.

Utah's Program Improvement Planning System (UPIPS)

Utah's continuous improvement monitoring system is called UPIPS. The system is based on the Office of Special Education Programs (OSEP) delineation of important program areas for special education in states and charter schools. Each program area has goals specified as desired results for students with disabilities.

o I. General Supervision

- Goal 1--Free Appropriate Public Education is available to all children in the charter school because the state and school monitoring system and other mechanisms for ensuring compliance, and parent and child protections are systematic and utilize data to develop Corrective Action Plans and activities.
- Goal 2--All members of the IEP team have timely access to personnel preparation and support activities that facilitate improved educational results for students with disabilities and the implementation of IDEA.

o II. Parent Involvement

- Goal 3--Parents and eligible youth with disabilities are aware of and have access to their rights and responsibilities within the system for parent and child protections.
- Goal 4--Programs and services for children with disabilities improve because parents are actively involved in program improvement activities.

o III. Free Appropriate Public Education in the Least Restrictive Environment

• Goal 5--The needs of students with disabilities are determined based upon state definitions, eligibility criteria and appropriate evaluation procedures.

- Goal 6--All students with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living.
- Goal 7--Students with disabilities are making continuous progress within the state and school system for educational accountability (U-PASS).

o IV. Transitions

- Goal 8--Children exiting Part C receive the services they need by their third birthday, when appropriate.
- Goal 9--All students with disabilities, beginning at age 16, receive individualized, coordinated transition services, designed within an outcome-oriented process that promotes movement from school to postschool activities.

o V. Disproportionality

 Goal 10-- Students are identified as eligible under IDEA following district and state policies and procedures that ensure those from ethnic and racial minority backgrounds are not over identified.

The Utah Special Education Program Improvement Planning System (UPIPS) operates on a five-year cycle. A select group of Charter schools will enter into Round 2--Year 1 each calendar year.

Round 2

- Year 1 SELF-ASSESSMENT & DEVELOPMENT OF PROGRAM IMPROVEMENT PLAN
- Year 2 IMPLEMENTATION OF SELF-ASSESSMENT FINDINGS & ON-SITE VALIDATION VISIT FROM USOE
- Year 3 IMPLEMENTATION OF PROGRAM IMPROVEMENT PLAN & CORRECTIVE ACTION PLAN & VERIFICATION OF RESULTS OF CORRECTIVE ACTIONS
- Year 4 CONTINUED IMPLEMENTATION OF PROGRAM
 IMPROVEMENT PLAN & CORRECTIVE ACTION PLAN &
 VERIFICATION OF RESULTS OF CORRECTIVE ACTIONS
- Year 5 CONTINUED IMPLEMENTATION OF PROGRAM IMPROVEMENT PLAN & CORRECTIVE ACTION PLAN & VERIFICATION OF RESULTS OF CORRECTIVE ACTIONS

Round 2--Year 1

SELF-ASSESSMENT & DEVELOPMENT OF PROGRAM IMPROVEMENT PLAN

Step 1: Pre-Planning

The USOE-SES staff will:

- Identify the charter schools that will participate in Round 2--Year 1 activities.
- Train school staff on the state's monitoring system, UPIPS.
- Send a letter of explanation to CAO.
- Prepare a Charter School Data Profile.
- Provide materials for training the Steering Committee on its role in the process.
- Present interview outlines and a Goals and Performance Indicators summary sheet.
- Provide a format and example of the Program Improvement Plan and Corrective Action Plan for non-compliance items.
- Offer file review software and a hard copy file review checklist.
- Collect and analyze off-site data from each LEA.
- Provide pre-determined fiscal support for charter school self-assessment activities.

The Special Education Director has the responsibility to:

- Collect and analyze off-site data, relating it to the five program areas.
- Submit off-site data to USOE-SES Technical Assistant.
- Form the Steering Committee and develop agendas for meetings.
- Set dates for Steering Committee meetings.
- Establish timelines for the Self-Assessment process.
- Allocate resources for Self-Assessment and Program Improvement Planning.

STEP 2: Organizing Data Collection Activities

The Special Education Director has the responsibility to:

- Conduct the training meeting of the Steering Committee.
- Review Charter School Data Profile provided by USOE and collect additional data, as needed.
- Facilitate review of program areas, goals, and performance indicators.
- Establish sub-committees and define assignments for collection and analysis of data from various sources.
- Determine the process and dates for file review, interviews, and other data collection.
- Facilitate subsequent meetings to review and analyze data and findings.

STEP 3: Conducting On-Site Data Collection

The Special Education Director and assigned sub-committees have the responsibility to:

- Compile and analyze student outcome data, including LRE, disproportionality, highly qualified staff, academic achievement, suspension and expulsion, LRBI, classification, prevalence, and other sources.
- Notify staff that have been selected for file review and interviews.
- Send out surveys, conduct file reviews, and hold interviews and focus groups, summarizing resulting data.
- Facilitate the analysis and compilation of collected data, relating it to the five program areas.
- Present findings and analysis to Steering Committee for review.
- Provide leadership to the steering committee in establishing Program Improvement Goals that address issues identified in the off-site data sources listed above.
- Make recommendations for Program Improvement.
- Report any areas of non-compliance and suggest corrective actions.

Step 4: Creating the Self-Assessment Report

The Special Education Director will:

- Prepare the Self-Assessment Report including all required elements:
 - Charter School profile.
 - Description of the purpose and process of the Self-Assessment.
 - Explanation of stakeholder involvement including membership and activities of the Steering Committee.
 - Summary of all data collected during the Self-Assessment process.
 - Results of the Self-Assessment data analysis related to the ten goals in the five Program Areas.
 - List of strengths or exemplary practices of the special education program.
 - List of areas of non-compliance.
 - List of areas of recommendations for program improvement of the special education program.
 - A Special Education Program Improvement Plan (PIP).
 - A Corrective Action Plan (CAP) for areas of non-compliance.

Step 5: Submission of Data to USOE-SES

• Submit required state and federal data reports and LEA application.

By June 30, the Special Education Director submits:

- The completed Self-Assessment Report to the USOE-SES Technical Assistant.
- The reimbursement request for UPIPS fiscal support to the State Director of Special Education.

The USOE-SES Technical Assistant to the district and/or the Monitoring Specialist are available to assist with any of the processes and activities described above. Please call the Monitoring Secretary if they may be of help. (801) 538-7936

Round 2--Year 2

IMPLEMENTATION OF SELF-ASSESSMENT FINDINGS & ON-SITE VALIDATION VISIT FROM USOE

Step 1: Implement PIP & CAP

The Special Education Director will:

- Initiate implementation of the charter school's Program Improvement Plan.
- Carry out Corrective Action Plan contained in Self-Assessment Report.
- USOE-SES staff is available to assist as necessary.

Step 2: Plan Validation Visit

The USOE-SES staff will:

- Identify teachers and types of files for review.
- Collaborate with the charter school in setting up schedule and details of on-site validation visit.

The Special Education Director will:

- Collaborate with USOE-SES staff in setting up the on-site validation visit.
- Provide required information to monitoring specialist.
- Inform school staff of schedule and requirements during on-site visit.

Step 3: Conduct Visit

The USOE-SES staff will:

- Conduct the on-site visit to the LEA in order to validate the self-assessment findings and Program Improvement Plan goals.
- Ensure that required Corrective Action Plans are submitted by school.

Step 4: UPIPS Report

The USOE-SES staff will:

- Submit a UPIPS Final Report of validation visit findings to the school.
- Share UPIPS final report with the public.

The Special Education Director and Steering Committee will:

- Share final UPIPS report with local Charter School Board and Public.
- Submit evidence of sharing with public to SEA.
- Revise the Special Education Program Improvement Plan, as appropriate, to reflect additional findings after the SEA site visit and report.
- Submit Corrective Action Plans for any additional areas of non-compliance from the USOE UPIPS Final Report.
- Plan CSPD activities to facilitate PIP and CAP.
- Begin file correction activities for individual file errors identified through SEA on-site visit.

Step 5: Implement Plans

The Special Education Director will:

- Continue to implement the Program Improvement Plan and Corrective Action Plan with revisions based on UPIPS Report.
- Submit required state and federal data reports and LEA application.

Round 2--Years 3

IMPLEMENTATION OF PROGRAM IMPROVEMENT GOALS & CORRECTIVE ACTION PLAN & VERIFICATION OF RESULTS OF CORRECTIVE ACTIONS

The Special Education Director will:

- Continue to implement its Program Improvement Plan.
- Continue to implement Corrective Action Plan activities.
- Implement planned CSPD activities.
- Collect and review data to measure the effectiveness of the action steps for each goal.
- Revise the Program Improvement Plan based on continuous self-assessment.
- Submit evidence to verify results of Corrective Action Plan implementation.
- Complete correction of individual file errors identified through SEA on-site visit.
- Submit evidence of individual file error correction to the USOE.
- Submit annual progress reports on Corrective Action Plan and Program Improvement Plan to the USOE.
- Submit required state and federal data reports and LEA application.

The USOE-SES staff will:

- Be available for technical assistance.
- Review evidence of file error correction.
- Review Corrective Action Plan implementation results.
- Review annual progress reports on Corrective Action Plan and Program Improvement Plan.
- Conduct follow-up on-site visits if verification of results data are not submitted.

Round 2--Year 4

CONTINUED IMPLEMENTATION OF PROGRAM IMPROVEMENT GOALS & CORRECTIVE ACTION PLAN & VERIFICATION OF RESULTS OF CORRECTIVE ACTIONS

The Special Education Director will:

- Continue to implement its Program Improvement Plan.
- Continue to implement Corrective Action Plan activities.
- Continue to implement planned CSPD activities.
- Collect and review data to measure the effectiveness of the action steps for each goal.
- Revise the Program Improvement Plan based on continuous self-assessment.
- Submit evidence of Corrective Action Plan implementation results.
- Submit annual progress reports on Corrective Action Plan and Program Improvement Plan to the USOE.
- Submit required state and federal data reports and LEA application.

The USOE-SES staff will:

- Be available for technical assistance.
- Review evidence of Corrective Action Plan implementation.
- Review annual progress reports on Corrective Action Plan and Program Improvement Plan.
- Conduct follow-up on-site visits to verify results of corrective actions, as needed.

Round 2--Year 5

CONTINUED IMPLEMENTATION OF PROGRAM IMPROVEMENT GOALS & CORRECTIVE ACTION PLAN & VERIFICATION OF RESULTS OF CORRECTIVE ACTIONS

The Special Education Director will:

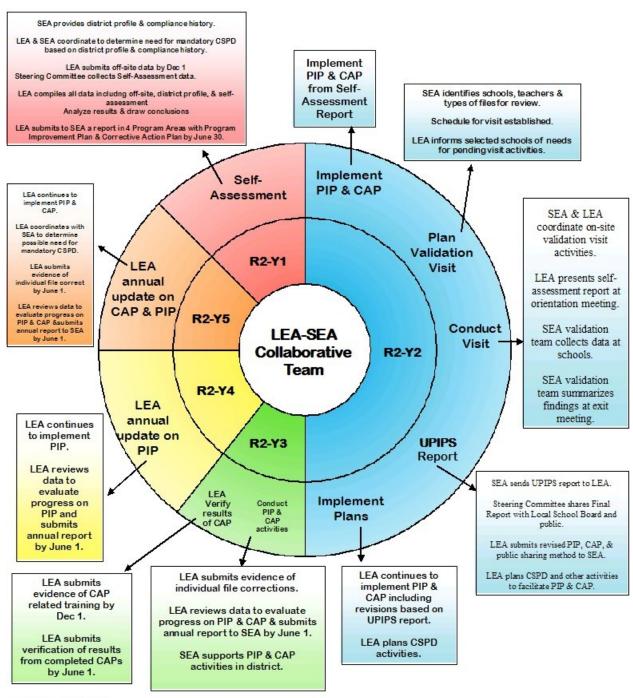
- Continue to implement its Program Improvement Plan.
- Complete Corrective Action Plan activities.
- Continue to plan/implement planned CSPD activities.
- Collect and review data to measure the effectiveness of the action steps for each goal.
- Revise the Program Improvement Plan based on continuous self-assessment.
- Submit evidence of Corrective Action Plan implementation results.

- Submit annual progress reports on Corrective Action Plan and Program Improvement Plan to the USOE.
- Submit required state and federal data reports and LEA application.

The USOE-SES staff will:

- Be available for technical assistance.
- Review annual progress reports on Corrective Action Plan and Program Improvement Plan
- Conduct follow-up on-site visits to verify results of corrective actions, as needed.





Gallo 5/30/05 Round 2c

Class of 2006 Timelines

YEAR 1 Self-Assessment and Development of

Program Improvement Plan and Corrective Action Plan

	2005		2006	
June-August	September-December	January-February	March-April	May-June
Receive UPIPs	• Establish self-	Continue collection	• Analyze all data	• Complete Self-
training and	assessment timeline.	of on-site data.	collected from	Assessment Report.
materials from			interview, student	•
USOE.	 Review school data 	Monitoring of	file reviews, off-site	 Submit Self-
	profile and determine	progress of sub-	data analysis, and	Assessment Report
 Form UPIPS 	additional data needed.	committees by	other data sources.	& Request for
Steering		Special Education		Reimbursement to
Committee and	 Collect off-site data. 	Director.	 Presentation of data 	USOE by June 30,
establish sub-			analysis to Steering	2006.
committees.	 Examine data and 		Committee.	
	collect additional data.	TIGOE 42 CONT		Submit LEA
 Develop agenda 		cite data analyzis	 Identify Program 	Application, as well
and set dates for	 Determine the process 	Site data analysis	Improvement Goals	as state and federal
Steering	and dates for file	Cach to school.	& areas of non-	data reports by
Committee	reviews, interviews,		compliance.	July 1, 2006.
meetings.	surveys, and other			
	needed data.		 Write Corrective 	
 Train Steering 			Action Plan for	
Committee on the	Begin data collection of		areas of non-	
UPIPS process	needed on-site data (file		compliance.	
and review	reviews, student			
program areas,	outcome data, etc.).			
goals, and				
performance	 Submit compiled off- 			
indicators.	site data to USOE by			
	December 1, 2005.			

YEAR 2 Implementation of Self-Assessment Findings and On-Site Validation Visit from USOE

	June-July	 Implement revised PIP and CAP. Plan CSPD activities to facilitate PIP and CAP. Begin file correction activities for individual file errors identified during on-site validation visit. Submit report on PIP progress & previous CAPs completed by June 1, 2007. Submit LEA Application, as well as state and federal data reports by July 1, 2007. 	
2006-2007	Within 90 Days of Receiving Report	 Share UPIPs report with local School Board and Public. Submit evidence of sharing report to USOE. Revise the PIP and CAP, if needed, to reflect additional findings. Submit revised PIP and CAP, if needed. 	
200	September-May	Implement Program Improvement Plan. Implement Corrective Action Plan. USOE gathers additional data from the charter school in preparation of on-site visit. USOE conducts on-site validation visits to validate the school's selfassessment report findings. USOE summarizes data from on-site validation visit into a UPIPS Final Report.	
	July-August	USOE schedules onsite validation visit with Special Education Director. USOE notifies schools of schedule for on-site validation visits & activities of the visit.	

Corrective Action Plan and Verification of Results of Corrective Actions Implementation of Program Improvement Goals and YEAR 3

	June-July	 Submit annual report on PIP progress by June 1, 2008. 	Submit verification of results from completed CAPs (through either ongoing internal monitoring or on-site visit) by June	1, 2008.	 Submit LEA Application, as well as state and federal data reports by July 1, 2008. 					
2007-2008	Within 1 Year of Report Date	Submit evidence of individual file error correction.								
	July-May	Determine whether files will be reviewed through self-monitoring or additional USOE on-site visit. If by	USOE on-site visit, schedule in July. • Conduct self-monitoring of files or	facilitate USOE on-site visit.	Continue to implement Program Improvement Plan, Corrective Action Plan, and planned CSPD activities	Complete file correction activities for individual file errors identified during on-site validation visit.	Collect and review data to measure the effectiveness of each action step of PIP goals.	Revise the PIP, if needed, to reflect additional findings.	Submit revised PIP and CAP, if needed.	• Submit evidence of CAP related training completed (agendas, participants, and materials) by December 1, 2007.

YEAR 4 Implementation of Program Improvement Goals

009 June-July	Submit annual report on PIP progress by June 1, 2009.	Submit LEA Application, as well as state and federal data reports by	July 1, 2009.			
2008-2009 July-May	Continue to implement Program Improvement Plan.	Continue to implement CSPD activities.	• Schedule verification visit with USOE if CAP verification of results was not submitted in Year 3.	Collect and review data to measure the effectiveness of each action step of PIP goals.	Revise the PIP, if needed, to reflect additional findings.	Submit revised PIP, if needed.

YEAR 5 Implementation of Program Improvement Goals

2009-2010	2010
July-May	June-July
 Continue to implement Program Improvement Plan. 	
	 Submit annual report on PIP progress by June 1, 2010.
 Continue to implement CSPD activities. 	
	 Submit LEA Application, as well as state and federal data reports by
 Collect and review data to measure the effectiveness of each action sten of PIP goals. 	July 1, 2010.
 Revise the PIP, if needed, to reflect additional findings. 	
Submit revised PIP, if needed.	

Off-Site Data Requirements Due December 1, 2005.

As part of the Year 1 charter school self-assessment, the Utah State Office of Education, Special Education Service (USOE-SES), reviews selected data to assist the charter school in ensuring that this information is consistent with Federal Regulations and State Special Education Rules. The information needed is:

A. Forms

Charter Schools use a variety of standard forms and materials for meeting state and federal special education requirements. Since a majority of these forms and materials are required to address specific information, a charter school must ensure that their content is consistent with Federal Regulations and State Special Education Rules.

B. Child Find System

Submit evidence of Child Find that documents efforts to identify, locate and evaluate all students, including: students ages 0-21 and students advancing from grade to grade who are suspected of being students with a disability and in need of special education and related services.

C. Identification and Evaluation

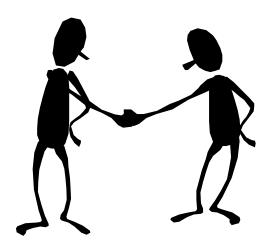
Regular Education Interventions documentation Independent Educational Evaluation (IEE) Evaluation Materials, Tests, and Assessment Tools

D. Personnel

Job roles and responsibilities of paraeducators Listing of persons assigned as designated psychological examiners Surrogate Parents

E. Information Submitted to the State

LEA Application LEA Policy and Procedures Manual Fiscal Audit Report Formal Complaints/Due Process Requests Federal Data Reports LRBI State Report



The tables on the following pages organize the needed information by requirement, and give examples of documentation or evidence. These tables provide a checklist for Charter School use to ensure that all the information is submitted to the

USOE TA.

Off-Site Data Analysis Criteria

District	UPIPS Year 1_	2005-2006
TA:		

A. AREA of ANALYSIS ---- Forms

Procedural Safeguards Notice Prior Notice Prior Notice Consent to Evaluate Eligibility IEP implementation Placement Review Initial Placement Existing Data Review Notice of Meeting Purposes, time, date, location, name/role, bring olders, questions Referral At Risk Documentation II.G (43) Copy of form. II.G (43) Copy of form. II.G (43) Copy of form. Copy of form. II.G (43) II.G	State Requirements	Parent Copy Documented	USBE-SER page #	Documentation/Evidence	Check
Prior Notice Consent to Evaluate Eligibility IEP implementation Placement Review Initial Placement Change of Placement Existing Data Review Notice of Meeting Purposes, time, date, location, name/role, bring others, questions Referral At Risk Documentation Consent To Evaluate/Re-Evaluation II.B (14) Copy of form. II.C (15) Copy of form. II.B (14) Copy of form. II.B (16) Copy of form. II.F (70) Re-Evaluation Data Review III.F (17) Lopy of form. II.F (18) Determination of Eligibility III.F (17) III.F (18) Copy of form. III.F (18) Copy of form. III.F (17) Copy of form or explanation of how evaluation summary reports are provided by district. Individualized Education Program PL.AAPF PL.AAPF PL.AAPF PL.AAPF PL.AAPF Priodic Progress Reports Special Factors ESY State-Wide assessment addendum Services, amount & frequency Initiation date Duration Review of placement Participate extracurricular activities Signatures Transition Plan Goals & Interests Services Course of Study Agencies Consent for Placement Change of Placement III.S (53) Notice Regarding Age of Majority Rights IV.N (82) Copy of form. IV.N (82) Copy of form. IV.N (82) Copy of form.	Procedural Safeguards Notice			Copy of form.	
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Release of Information IV.W (83) Not required unless needed.			. ,		
	Release of Information		IV.W (83)	Not required unless needed.	

5/30/05 R2c

District	UPIPS Year 1	2005-2006
District	Urirs rear i	2005-2000

B. AREA of ANALYSIS ---- Child Find System

Requirements	USBE-SER	Documentation/Evidence	Check
	page #		
LEA develops policies and procedures consistent with IDEA- B and State Rules, to ensure all SWD, 0-21, in need of sped/related services, are identified, located and evaluated. Includes practical method for determining which S are currently receiving needed sped/related services.	II.A (13)	Copies of meeting agendas, flyers, information in languages other than English, newsletters, school handbooks, etc.	
LEA applies requirement to suspected SWD advancing grade to grade.	II.A (13)	Agenda from school faculty/staff training on referral process, school handbooks, memos.	

C. AREA of ANALYSIS ---- Identification and Evaluation

Requirements	USBE-SER page #	Documentation/Evidence	Check
History of failed regular classroom interventions	II.B (14)	Form with example of	
(at risk documentation)		documented failed interventions.	
Information about Independent Educational Evaluation	IV.C (67)	Sources for an IEE, district criteria for IEE.	
Evaluation Materials, Tests, and Assessment Tools	II.C-G (14)	See form following this section.	
Health/Physical Development			
Sensory- Vision/Hearing			
Emotional/Behavioral/Social			
Adaptive/Self-Help			
Cognitive/General Intelligence			
Academic Performance Aptitude/Math/Language Arts			
Communicative Status			
Speech/Language			
Motor Abilities/Manual			
Native Language			
Other modes of communication			
Limited English Proficiency			
Parental Input]		
Observation materials (teacher, service providers, etc.)			
Classroom-based assessment			

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D. AREA of ANALYSIS ---- Personnel

Requirements	USBE-SER	Documentation/Evidence	Check
	page #		
Listing of persons who have completed a surrogate-training program, from which a surrogate parent can be assigned.	IV.U (82)	List of names.	
Job roles and responsibilities of paraeducators	Appendix B	Written description.	
Listing of persons assigned as designated psychological examiners	VII.I (131)	List of names submitted to State Supt. with qualifications (school psychologists are not designated examiners; however, they are fully qualified as evaluators by degree).	

E. AREA of ANALYSIS ---- Information Previously Submitted to USOE

Requirements	USBE-SER	Documentation/Evidence	Check
	page #		
LEA Policy and Procedures Manual	All Rules that	Written policy manual.	
	apply to LEA		
LEA Application for Part B Funds	VII.A (122)	USOE approval date.	
Fiscal Audit Report	VI.B (122)	Dated letter from auditor.	
Formal Complaints & Due Process Hearing Requests	IV.G-O (67)	Compliance Officer signature.	
Federal Data Reports	VI (98)	OSEP reports to Data Manager.	
LRBI Annual Report	Appendix F	LRBI report to Data Manager.	

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E. AREA OF ANALYSIS: Evaluation Materials, Tests, and Assessment Tools

Standardized Evaluation Instruments for Eligibility Determination PART I:

Secondonary	Hearing Pure Tone Audiometry Tympanometry Speech Audiometry	Vision Low-Vision Functioning Assmt. Mobility Assessment MTI Photo Screener Snellen Vision Charts Snellen/Allen Pictures Titmus Vision Screener	Other Bender Gestalt (Koppitz-1989) DAP Learning Styles Inventory TOAD Other
Elementary	Hearing Pure Tone Audiometry Tympanometry Speech Audiometry	Vision Low-Vision Functioning Assmt. Mobility Assessment MTI Photo Screener Snellen Vision Charts Snellen/Allen Pictures Titmus Vision Screener Visual Efficiency Scale	Other Bender Gestalt (Koppitz-1989) DAP Learning Styles Inventory TOAD Test of Auditory-Perceptual Skills Test of Visual Motor Integration (VMI) (1989) Other
Preschool 0-5	Hearing Pure Tone Audiometry Tympanometry Speech Audiometry	Vision Low-Vision Functioning Assmt. Mobility Assessment MTI Photo Screener Snellen Vision Charts Snellen/Allen Pictures Visual Efficiency Scale	Bender Gestalt (Koppitz-1989) Diagnostic Assessment Procedure (DAP) Test of Auditory Discrimination (TOAD) (1972) Test of Auditory-Perceptual Skills (1985) Other
Area	Sensory- Vision & [Hearing [

Area		Preschool 0-5	Elementary	Secondary
Emotional- Behavioral-		Adjustment Scales for Children & Adolescents (1993) (5-17)	Adjustment Scales for Children & Adolescents	Adjustment Scales for Children & Adolescents
Social	_	Attention Deficit Disorder Evaluation Scales-2 nd Ed. School Version (ADDES-	ADDES BASC	_
	(2 SV) (1995)	BDI	BASC B.
	_	Behavior Assessment System for Children-Revised (BASC) (1992)	Response Discrepancy Observation System (Behavioral	
		Behavior Evaluation Scales-2 (BES-2)	Observations)	(Behavioral Observations) BADD Scales for Adolescents
		Behavior Rating Profile-2 nd ed. (BRP-2)		
		(1990) Battelle Develonmental Inventory (BDI)	Conners' Rating Scales-R	Conners' Rating Scales-R Devereux Adolescent Behavior
		Response Discrepancy Observation		
	[System (Behavioral Observations)	(SSBS) (1993)	
		Brown Attention-Deficit Disorder Scales for Children (3-12) (BADD)	Social Skills Rating System (SSRS) (1990)	W-M
		Child Behavior Checklist-Achenbach (Child Behavior Checklist) (1991) (4-18)	Systematic Screening for Behavior	_
			Disorders (SSBD) (1992)	
		Devereux Elementary School Behavior Rating Scale (DESB) (1993) (5-18)		
		School Social Behavior Scales (SSBS) (1993)	W-M Other	
		Social Skills Rating System (SSRS) (1990)		
		Systematic Screening for Behavior Disorders (SSBD) (1992)		
	_	Vanderbilt Teacher Behavior Evaluation Scales		
		Walker-McConnell Scale of Social Competence and School Adjustment		
		(W-M) (1988)		
		Other		

Area		Preschool 0-5	Elementary	Secondary
Health &	_	Battelle Developmental Inventory (BDI)	D BDI	O.T. & P.T. Evaluations
Physical Develop-	_	(1988) (0-8) *Denver Developmental Screening Test	O.T. & P.T. Evaluations Physician Reports	Physician Reports
ment		(Denver II) (1990)	Other	
		Learning Accomplishment Profile-		
		Diagnostic Edition (EAF-D) (1977) (3-3) OT & PT Evaluations		
		Physician Reports		
	0	Other		

Area		Preschool 0-5	Elementary		Secondary
Motor Abilities	00 00 0000 00	BDI Bruenx-Ostersky Fine Motor Assessment (3-12) Clinical Observations Developmental Test of Visual Perception (DTVP-2) (1993) (4-11) LAP-D O.T. & P.T. Evaluation Mobility Assessment Peabody Developmental Motor Scales-2 (PDMS-2) Peabody Fine & Gross Motor Assessment (0-5) VMI	BDI Bruenx-Ostersky Fine Motor Asst. Clinical Observations DTVP-2 District Kindergarten Test Functional Skills Lists O.T. & P.T. Evaluation Mobility Assessment PDMS-2 Peabody Fine/Gross Motor Assmt. Assessment VMI Visual-Motor Gestalt Test (Watkins Scoring) (1976)	0000000	Clinical Observations DTVP-2 Functional Skills Lists O.T. & P.T. Evaluation Mobility Assessment Sensory Lists VMI Visual-Motor Gestalt Test Other
Adaptive-Self Help	0 0 0000 0 0 000000	Adaptive Behavior Scale-AAMD-School 2nd (ABS) (1993) Adaptive Behavior Evaluation Scale- Revised BDI Behavioral Observations First Step Screening Test Scales of Independent Behavior-Revised (SIB-R) (0-adult) Vineland (1984) (0-19 Survey/Expanded Form) (3-13 Classroom Edition) Other Autism Behavior Checklist (1995) ADI ADOS Asperger's Diagnostic Evaluation Scale Childhood Autism Rating Scale (1988) Gilliam Autism Rating Scale (Gilliam) Other	ABS Adaptive Behavior Inventory (ABI) (1986) BDI Behavioral Observations First Step Screening Test Krueger SIB-R Vineland Other Autism Behavior Checklist Asperger's Diagnostic Evaluation Scale Childhood Autism Rating Scale Gilliam Other		ABS ABI Behavioral Observations First Step Screening Test Krueger SIB-R Vineland Other Autism Behavior Checklist Asperger's Diagnostic Evaluation Scale Childhood Autism Rating Scale Gilliam Other
Cognitive- General Intelligence	00	Batelle Developmental Inventory (BDI) Bilingual Verbal Ability Test (BVAT)	BDI CAS Comprehensive Test of Nonverbal	000	CAS CTONI DAS
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Area	Preschool 0-5	Elementary	Secondary
Cognitive- General Intelligence (continued)	Cognitive Assessment System (CAS) (1997) (5-18) Differential Ability Scales-Preschool (DAS) 1990) (5-6) Kaufman Assessment Battery for Children-Revised (K-ABC-R) 5-12 (2004) LAP-D Leiter International Performance Scale-Revised (Leiter-R) (1997) (5-12) Stanford-Binet V (2004) (5-24) Universal Nonverbal Intelligence Test (UNIT) (1998) (5-18) Wechsler Preschool Scales of Intelligence-III (WPPSI) (3-7) Woodcock Johnson-III- Cognitive (WJIII-Cognitive) (2001) (2-90) Other	Intelligence (CTONI) (1996) (6-19) Differential Ability Scales-School Age (DAS) (1990) (6-18) Detroit Tests of Learning Aptitude -4 (DTLA-4) (1998) (6-18) Escala de Intelligencia Wechsler Para Ninos-Revisada (EIWN-R) (1992) (6-17) K-ABC-R Leiter-R Stanford-Binet V Test of Nonverbal Intelligence (TONI) (1997) (6-19) UNIT Wechsler Scales of Intelligence for Children-IV (WISC-IV) (5-17) (2003) WJIII-Cognitive	DTLA-4 Kaufman Adolescent & Adult Intelligence Test (KAIT) (1993) (11-15) Stanford-Binet V TONI UNIT Wechsler Adult Intelligence Scales (WAIS) (1997) (16-25) WISC-IV WIII-Cognitive Other
Academic Performance Math & Language Arts	Bateria Woodcock-Munoz Pruebas de Aprovechamiento-Revisada (Bateria- Munoz) (1996) Brigance (1991) (0-8) Callier-Azuza Curriculum-based Academic-based Achievement Probes (CBA/CBM) Developmental Programming for Infants and Young Children/Assessment and Application Early Screening Inventory (1991) (3-6) Hawaii Early Learning Profile (HELP) (1990) Illinois Test of Psycholinguistic A ilities- 3 rd Ed. (ITPA-3) (2002) (5-13) Motor-Free Visual Perception Test- Revised Mullen Scales of Early Learning (Mullen) (1995) (0-5.5)	Bateria Woodcock-Munoz Pruebas de Aprovechamiento-Revisada (Bateria-Munoz) (1996) (6-25) Bracken Basic Concept Scale-R (Bracken-R) (1998) (5-7) Brigance Cullier-Azuza Curriculum-based Academic-based Achievement Probes (CBA/CBM) Diagnostic Achievement Battery-3 (DAB-3) (2001) (6-15) Early Screening Inventory Gray Diagnostic Reading Test-2 nd Ed. (GDRT-2) (2004) (6-14) Gray Oral Reading Test-4 (GORT-4) (2003) (7-18) Gray Silent Reading Test (GSRT) (2003) (7-18)	 Bateria-Munoz Callier-Azuza Curriculum-based Academicbased Achievement Probes (CBA/CBM) DAB-3 Diagnostic Achievement Test for Adolescents-2 (1993) (12-18) GORT-2 GORT-3 GORT-3 K-TEA II9 Key Math-NU NEAT PIAT-R* PPVT-III TALC
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Area	Preschool 0-5	Elementary	Secondary
Academic Performance- Math & Language Arts (continued)	Revised-New Norms (PIAT-R-NU) (1998) Pediatric Evaluation of Disability Inventory (PEDI)(1992) (6 mos7 yrs) Portage Guide to Early Child-hood Education (1997) (0-6) Preschool Language Scale: 4 th Ed. (PLS-4) (2003) (3-7) Preschool Language Scale: 4 th Ed. Spanish (PLS-4) (2004) (3-6) Test of Early Language Development-3 rd Ed. (TELD-3) (2002) Test of Early Mathematics Ability: 2 rd Ed. (TEMA-2) (2002) Test of Early Written Language 2 rd Ed. (TEWL-2) (2002) (4-9) Woodcock Johnson-III- Achievement (WJIII-A) (2000) (2-90) Woodcock Reading Mastery Test- Revised-New Norms (1998) (5-25) Young Children's Achievement Test (YCAT) (2002) (4-8) Other	Kaufman Test of Educational Achievement-II (K-TEA II) (2004) (6-19) Key Math-NU (1997) (7-16) Mullen Norris Educational Achievement Test (NEAT) (1992) (6-12) Peabody Picture Vocabulary Tests-New Norms (PPVT-R- NU) (1998) (5-16) Portage Guide Test of Auditory Comprehension of Language (TALC) TELD-3 TELD-3 TEMA-2 TWEL-2 Test of Written Expression (TOWE) (2002) (7-14) Test of Written Language-3 (TOWE) (2002) (7-14) Test of Written Spelling-3 (TOWE-3) (1994) Wechsler Individual Achievement Test (WIAT-2) (1992) (6-20) WJIII-A Woodcock Reading Mastery Test- Revised (WRMT-R-NU) (1998) (5-25)	TOWE TOWL-3 WIAT-2 WIAT-2 WJIII-A WLPB-R WRMT-R-NU Other
Communi- cative Status- Speech & Language	Communi- Arizona Articulation Proficiency Scale-II ALPHA Cative Status- (1986) (1-13) Arizona Articula Speech & Bankson Language Test Bankson Language Test Comprehensive Spoken Language Language Bzoch-League Receptive-Expressive Comprehensive Spoken Language (1991) (0-3) Clinical Evaluation of Language Clinical Evaluation of Language Fundamentals-4th Ed. (CELF-4) (2004) CELF-4 CELF-4 Clinical Evaluation CELI Clinical Evaluation	ALPHA Arizona Articulation Scale-III Bankson Language Test Comprehensive Assessment of Spoken Language (2001) (7-10) Clinical Evaluation of Language Fundamentals-3 rd Ed. (CELF-3) (1995) (6-17) CELF-4 Clinical Evaluation of Language	Arizona Articulation Scale-III Bankson Language Test CELF-3 CELF-3-Sp CELI CREVT BOWVT BOWVT COldman-Fristoe II KLST-2

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Area	r reschool 0-3	Elementary	Secondary
	Comprehensive Receptive Expressive Vocabulary Test (CRFVT) (1994)	Fundamentals-3-Spanish (CELF-3-Sp) (1997) (6-14)	Kahn-Lewis
	Expressive One-Word Vocabulary Test	Comprehensive Assessment of	
		Spoken Language (CASL) (1999)	
	Expressive One-Word Vocabulary Test-Snanish Bilingual Version) (FOWVT)	(7-11)	PPVT-II
		Comprehensive Receptive	PPVI-III
	Expressive Vocabulary Test (EVT)	Expressive Vocabulary Test (CREVT) (1994) (5-13)	SCAN
	Goldman-Fristoe 1 est of Articulation-11 (Goldman-Fristoe II)	District Communication Disorders	
	☐ Kaufman Survey of Early Academic and		TAPS TEEM
	Language Skills (1993) $V \in \mathbb{R}$	EOWVI Evanaceive Vocabulary Test	Test of Adolescent & Adult
•	Kahn-I ewis		
Communi- cative Status-		☐ Goldman-Fristoe II	
arry Status		☐ KLST-2	Test of Phonological Processes
Speech &	(OWLS) (1995) (5-19)	Kahn-Lewis	
Language	Phonological Analysis		
(continued)	☐ Preschool Language Scale III (1992)		Test of Word Finding
	Peabody Picture Vocabulary Test		
		Phonological Analysis	Other
	Receptive One-Word Vocabulary Test	PPVT-III	
	Receptive One-Word Vocabulary Test-		
	Bilingual, Spanish Version (ROWVI) (19) (7-12)	SCAN	
		551	
	ISS	Stuttering Sensitivity Index	
		TEEM	
	Test de Vocabulario en Imagenes	_	
	Teabout (1 v II) Test of Auditory Comprehension of	☐ Test of Language Development-3-	
		Intermediate (TOLD-3-Int) (1997)	
	TAPS		
	TEEM		
	Test of Language Developmen	Test of Problem Solving	
	Frimary (10LD-3-Frimary) (1997) (5-9)	•	
		TAWF)	

Area	Preschool 0-5	Elementary	Secondary
	☐ Test of Phonological Processes ☐ Test of Word Finding ☐ Wepman's Auditory Discrimination Test ☐ Other	■ Woodcock Language Proficiency Test Other	
PART II: Ot	PART II: Other Tests/Evaluation materials used in the District.	District.	
Native Language available:	use of translator;	tests in languages other than English; Other (specify)	
Other modes of c	Other modes of communication utilized:	' (specify)	
Materials used to	Materials used to assess English proficiency:IPT,Other(specify)_	ify)	
Parental input tools, methods:	ols, methods:interview,questionnaire,Other_	wher	
Observation tools	Observation tools, teacher, related service provider input methods: list_		

Classroom-based Assessments: ____program embedded assessment, ___CRTs, ___other UPASS programs. Other (specify)_

Utah State Office of Education Special Education Services 250 East 500 South P.O. Box 144200 Salt Lake City, Utah, 84114-4200

Date

Charter Superintendent Local Education Agency Address of School

Dear Superintendent:

During Phase I of the Utah Special Education Program Improvement Planning System (UPIPS), your charter school is conducting a self-assessment that addresses both compliance with the Individuals with Disabilities Education Act (IDEA) and improved results for students with disabilities. As part of the general supervision/compliance portion of the self-assessment, the Utah State Office of Education, Special Education Services (USOE-SES), reviewed selected information to assist your charter school in ensuring that its content is consistent with Federal Regulations and State Special Education Rules.

Listed below is the selected information reviewed by USOE-SES and the compliance status of that information. Information that is determined out of compliance must be addressed in the charter school's Corrective Action Plan that becomes part of the Program Improvement Plan. Your charter school may have some information that is incomplete and is, therefore, unable to be determined in compliance. Your charter school has thirty (30) days to resubmit this information for compliance determination.

A. AREA of ANALYSIS: Forms

State Requirements	Compliance Status	Notes and Comments
Procedural Safeguards Notice		
Prior Notice		
Notice of Meeting		
Referral		
Permission To Evaluate/Re-Evaluation		
Re-Evaluation Data Review		
Evaluation Report and Determination of		
Eligibility		
Determination of Eligibility for L.D.		
Individualized Education Program		
Transition Plan		
Consent for Placement/Change of Placement		
Notice Regarding Age of Majority Rights		
Record of Access		
Release of Information		

Compliance Status Key: Y- in compliance, N - not in compliance, UD - unable to determine compliance status

Summary of Forms Analysis

Commendations:

Non-Compliance:

<u>Unable to Determine Compliance Status:</u> (30 days to resubmit or becomes non-compliance)

B. AREA of ANALYSIS: Child Find System

State Requirements:	Compliance Status	Notes and Comments
LEA develops policies and procedures consistent with		
IDEA- B and State Rules, that ensure all SWD, 0-21, in		
jurisdiction who are in need of sped/related services, are		
identified, located and evaluated.		
Major components of child find include:		
LEA implementation and coordination of Child Find		
activities		
Students suspected of being a student with a disability		
even though they are advancing from grade to grade		

Compliance Status Key: Y- in compliance, N - not in compliance, UD - unable to determine compliance status

Summary of Child Find Analysis

Commendations:

Non-Compliance:

<u>Unable to Determine Compliance Status:</u> (30 days to resubmit or becomes non-compliance)

C. AREA of ANALYSIS: Identification and Evaluation

State Requirements:	Compliance Status	Notes and Comments
History of failed regular classroom interventions		
(at risk documentation)		
Information about Independent Educational		
Evaluation		
Evaluation Materials, Tests, and Assessment		
Tools		

Compliance Status Key: Y- in compliance, N - not in compliance, UD - unable to determine compliance status

Summary of Assorted Information Analysis

Commendations:

Non-Compliance:

<u>Unable to Determine Compliance Status:</u> (30 days to resubmit or becomes non-compliance)

D. AREA of ANALYSIS: Personnel

State Requirements:	Compliance Status	Notes and Comments
Listing of persons who have completed a		
surrogate-training program, from which a		
surrogate parent can be assigned.		
Job roles and responsibilities of paraeducators		
Listing of persons assigned as designated		
psychological examiners		

Compliance Status Key: Y- in compliance, N - not in compliance, UD - unable to determine compliance status

Summary of Assorted Information Analysis

Commendations:

Non-Compliance:

<u>Unable to Determine Compliance Status:</u> (30 days to resubmit or becomes non-compliance)

E. AREA of ANALYSIS: Information Previously Submitted to USOE

State Requirements:	Compliance Status	Notes and Comments
LEA Policy and Procedures Manual		
LEA Application for Part B Funds		
Fiscal Audit Report		
Federal Data Reports		
Formal Complaints & Due Process		
Hearing Requests		
LRBI Annual Report		

Compliance Status Key: Y- in compliance, N - not in compliance, UD - unable to determine compliance status

Summary of State Level Information Analysis

Commendations:

Non-Compliance:

Unable to Determine Compliance Status: (30 days to resubmit or becomes non-compliance)

Please review this document to validate the accuracy of the findings. Should you find any inaccurate statements or findings, it is essential that you identify those concerns and submit them in writing to your USOE Technical Assistant within 30 days.

We appreciate the documentation and submission of information you and your staff have provided in the Off-Site Data Review part of the UPIPS Process. If we may be of assistance as you incorporate relevant information into your corrective action plan or any other area of Year I, the Self-Assessment Process, please let us know.

Sincerely,

Ms. Glenna Gallo, Monitoring Specialist Special Education Services Unit Ms. Karen T. Kowalski , USOE Technical Assistant Special Education Services Unit

cc: Special Education Director

Program Areas and Goal Statements Charter School Self-Assessment Process

Program Area I – General Supervision

Charter School Monitoring to Ensure Compliance with IDEA

Goal Statement 1: Free Appropriate Public Education is available to all students in the school because the charter school's monitoring system, other mechanisms for ensuring compliance, and parent and child protections are systematic and utilize data to develop corrective action plans and activities.

Comprehensive System of Personnel Development

Goal Statement 2: All members of the IEP team have access to personnel preparation and support activities that facilitate improved educational results for students with disabilities and the implementation of IDEA 2004.

Program Area II- Parent Involvement

Parents and Eligible Students Know Their Rights and Responsibilities

Goal Statement 3: Parents and eligible youth with disabilities are aware of and have access to their rights and responsibilities within the system for parent and child protections.

Parent Involvement in Program Improvement

Goal Statement 4: Program and services for students with disabilities improve because parents are actively involved in program improvement activities.

Program Area III – Free Appropriate Public Education in Least Restrictive Environment

State Eligibility Criteria and Disproportionality

Goal Statement 5: The needs of students with disabilities are determined based upon state definitions, eligibility criteria and appropriate evaluation procedures.

Least Restrictive Environment

Goal Statement 6: All students with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living.

Student Progress in General Education and Student Assessment

Goal Statement 7: Students with disabilities are making continuous progress within the state and charter school system for educational accountability (U-PASS).

Program Area IV – Transitions

Transition from Part C to Part B Program

Goal Statement 8: Children exiting Part C receive the services they need by their third birthday, when appropriate.

Secondary Transition to Post-School Activities

Goal Statement 9: All students with disabilities, beginning at age 16 and younger when appropriate, receive individualized coordinated transition services designed within an outcome-oriented process that promotes movement from school to post-school activities.

Program Area V – Disproportionality

State Eligibility Criteria and Disproportionality

Goal Statement 10: Students are identified as eligible under IDEA following charter school and state policies and procedures that ensure those from ethnic and racial minority backgrounds are not over identified.

Data Collection and Analysis Requirements

The sub-committees of the Steering Committee will collect different kinds of information from a variety of sources. A good suggestion is to get data from a broad representation of stakeholders.

Interview Data

One important source of information about the special education program is interviews with stakeholders. Interviews may be conducted with principals, teachers, parents, related service providers, paraprofessionals, and students. Some suggested interview questions are in this handbook. Some charter schools may choose to conduct focus groups, or a written survey. The Self-Assessment Report should contain the following information gained from conducting interviews and analyzing the results.

- Who was interviewed (by role)
- How many interviews were conducted
- Results and analysis of the interview data
- Strengths of the special education program
- Program improvement goals based on the analysis

Student Record Review Data

Another critical place to look for information is in the records of student with disabilities. Student files should be checked for compliance with requirements of IDEA. This may be accomplished with a checklist; however, it is recommended that charter schools use the student record review software developed by the SEA in order to ensure complete coverage of all the relevant compliance items. This software is available free of charge and can be requested from the monitoring specialist at (801) 538-7898. The following analysis of the student record review data must be in the Self-Assessment Report.

- How many and what per cent (at least 10% or 35 files, whichever is more, is recommended) of special education files were reviewed.
- How various ages, disability categories, placements, ELLs, initial/re-evaluation or continuing students were represented in files reviewed.
- Information about the school-wide results of the review for each compliance item.
- Analysis of the file review results, identifying systemic areas of non-compliance
- Strengths of the special education program
- Program improvement goals based on the analysis
- Corrective Action Plan for areas of non-compliance

Outcome Data

Information on student outcomes may be obtained from a number of sources. One helpful source is the data from the OSEP reports presented in the Charter School Data Profile. This information is located at the back of this section of the handbook. Academic achievement data from state wide criterion referenced tests, alternate assessment, and school-wide tests are another source of general outcome data. The sub-committee with this assignment will need to analyze and report these data points.

• Graduation rate of students with disabilities compared to non-disabled students

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Utah Special Education Program Improvement Planning System (UPIPS)

- Drop out rate of students with disabilities compared to non-disabled students
- Trend data for graduation and drop out rates in charter school
- LRE/placement data for students with disabilities compared with state and national averages
- Academic achievement data on Core tests (CRTs) for students with disabilities compared to non-disabled students and with state averages
- Trend data on academic achievement
- Participation rate of students with disabilities in state-wide assessment
- Suspension and expulsion trend data
- Representation of various ethnic backgrounds as students with disabilities compared to the general student population of district and possible implications for the eligibility process
- Representation of students in various categories of disability compared to state averages
- Satisfaction data from the interviews with patrons and staff referenced above
- Strengths of the special education program
- Program improvement goals based on the analysis

Other Data Sources

Each Steering Committee will look at other important information about other factors that impact the quality of the special education program. The results of the off-site data review will be analyzed, along with other considerations. These elements will need to be reported from the self-assessment process.

- Teacher licenses and endorsements for current assignments
- Case loads of special education case managers
- Adequacy of support for teachers in schools
- The charter school's system for identifying personnel development needs
- Records of personnel development activities provided for all members of IEP team
- LRBI committee members and dates of meetings
- Emergency contact records for level 3 and 4 intrusive interventions
- Strengths, needed improvements, and areas of non-compliance from this information

Other Data at Charter School Discretion

Charter Schools may access information from many other sources. The analysis of this data should also be reported in the Self-Assessment Report.

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Composition of the Steering Committee

Who should be included on the Steering Committee to participate in the Self-Assessment Process? Here are some suggestions!

- Those who affect and who are affected by special education systems
- A facilitator can be helpful
- Special Education Director
- Key special education staff
- School administrators
- General education teachers
- Special education teachers
- Parents of students with disabilities
- Students with disabilities
- Related service staff
- Other agency personnel





Utah Special Education Program Improvement Planning System (UPIPS)

School District
Special Education Steering Committee Meeting

Purpose

The Steering Committee will meet to discuss and plan activities related to the Utah State Office of Education (USOE) monitoring of the special education program and services.

Outcomes

- ➤ Gain an understanding of the Office of Special Education Programs' (OSEP) continuous improvement monitoring process, and the Utah Special Education Program Improvement Planning System (UPIPS).
- Explain the role and responsibilities of the Steering Committee.
- Discuss and plan the self-assessment process of the special education program and services.
- > Discuss and plan the public input strategy.
- > Plan the next steps and committee member assignments.

AGENDA

Introduction to the Individuals with Disabilities Education Act (IDEA) of 2004

Six principles of IDEA

Free Appropriate Public Education
Appropriate Evaluation
Individualized Education Program
Least Restrictive Environment
Parent and Student Participation in Decision-making
Procedural Safeguards

OSEP Continuous Improvement Monitoring Process and Utah Special Education Program Improvement Planning System (UPIPS) explained

Role and responsibilities of special education Steering Committee

From self-assessment to program improvement planning

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Six Principles of IDEA

Free Appropriate Public Education (FAPE)

"The term 'free appropriate public education' means special education and related services that (A) have been provided at public expense, under public supervision and directions, and without charge; (B) meet the standards of the State educational agency; (C) include an appropriate preschool, elementary, or secondary school education in the State involved; and (D) are provided in conformity with the individualized education program required under section 614(d)." (Section 602(9))

Appropriate Evaluation

A significant change that was enacted in IDEA '97 relates to how the evaluation process should be viewed. "The committee believes that a child should not be subjected to unnecessary tests and assessments...and the LEA should not be saddled with associated expenses unnecessarily." (Committee on Labor and Human Resources, p. 19)

Evaluation activities should include gathering information related to enabling the child to be involved in and progress in the general curriculum or, for preschool children, to participate in appropriate activities.

Individualized Education Program

"The term 'individualized education program' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with section 614(d)."

Least Restrictive Environment (LRE)

The presumption that children with disabilities are most appropriately educated with their non-disabled peers and that special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Parent and Student Participation in Decision Making

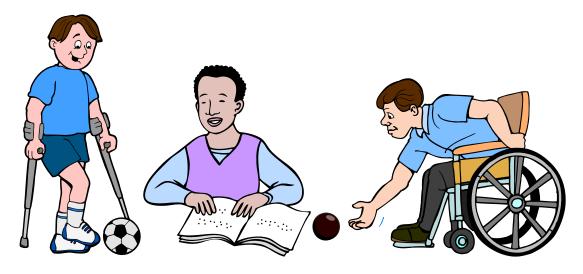
"The Congress finds that following:...strengthening the role and responsibility of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children at home and at school." (IDEA 2004, Findings, 601(c)(5)(B))

Procedural Safeguards

Safeguards to ensure that the rights of children with disabilities and their parents are protected, that student with disabilities and their parents are provided with the information they need to make decisions about the provision of FAPE, and that procedures and mechanisms are in place to resolve disagreements between parties.



6/07/05



History of IDEA

For most of our nation's history, schools were allowed to exclude (and often did) certain children, especially those with disabilities. Since the 1960s, however, there has been a great deal of federal legislation that relates to individuals with disabilities. State and federal laws now protect the rights of students with disabilities and guarantee that a free and appropriate, publicly supported education is available to them.

Two of the most important laws for students with disabilities are:

- ☐ Individuals with Disabilities Education Act (IDEA) 2004
- Rehabilitation Act of 1973, especially Section 504

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Self Assessment Process Checklist

- □1. Submit off-site data to USOE by December 1
- **□2. Form and orient Steering Committee to UPIPS**
- □3. Decide how to collect desired data
- **□4.** Assign data collection sections to sub-committees
- **□5.** Analyze data and implications of findings
- □6. Determine areas of strength, areas of needed program improvement, and areas of non-compliance, if any
- ☐7. Write Program Improvement Plan and Corrective Action Plan based on data analysis
- **□8. Create Self Assessment Report and Executive Summary**
- **□9. Submit Report to USOE by June 30**



Utah Special Education Program Improvement Planning System (UPIPS)

Self-Assessment Report Format and Contents 2005-2006

1. Introductory Pages

Board of Education Special Education Administration Steering Committee Membership

2. Charter School Profile and General Information

Description of charter school or annual report of demographics, unique features Mission and Beliefs Statements

Charter School Statements
Special Education Statements (if any)

3. The Self-Assessment Process with Stakeholder Involvement and Public Input

Describe Stakeholder Involvement Describe the Steering Committee's work

4. Present Data and Analysis from Self Assessment

Include data from all sources and each sub-committee

5. Summarize conclusions in the five program areas

- Areas of Strength
- •Areas Needing Improvement
- •Areas of Non-Compliance

General Supervision

Monitoring and Parent/Child Protections CSPD

Parent Involvement

Parents know Rights and Responsibilities Parents involved in Program Improvement

Free Appropriate Public Education in Least Restrictive Environment

Evaluation and Eligibility Procedures Followed

FAPE in LRE

Students make Progress as Measured by U-PASS

Transitions

Children from Part C receive services by 3rd birthday Students receive Transition Services School to post-school

Disproportionality

Eligibility process ensures that over-identification does not occur

6. Complete Self-Assessment Executive Summary*

7. Write Program Improvement Plan with Action Steps and Corrective Action Plan*

*See format on following pages.



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Utah Special Education Program Improvement Planning Process

<u>USOE</u> Charter School

Sample Executive Summary of Self-Assessment Report

pro	r completing the charter school self-assessment, please summarize the findings for each of the figram areas. Star (*) those areas of needed improvement that will be program improvement goals charter school.
I.	General Supervision
	A. Areas of Positive Results
	B. Areas of Needed Improvement (include in Program Improvement Plan)
	C. Areas of Non-Compliance (include in Corrective Action Plan)
II.	Parent Involvement
	A. Areas of Positive Results
	B. Areas of Needed Improvement (include in Program Improvement Plan)
	C. Areas of Non-Compliance (include in Corrective Action Plan)

	e Appropriate Public Education in the Least Restrictive Environment Areas of Positive Results
В.	Areas of Needed Improvement (include in Program Improvement Plan)
C.	Areas of Non-compliance (include in Corrective Action Plan)
IV. Tran A.	sitions Areas of Positive Results
В.	Areas of Needed Improvement (include in Program Improvement Plan)
C.	Areas of Non-compliance (include in Corrective Action Plan)
	oportionality Areas of Positive Results
В.	Areas of Needed Improvement (include in Program Improvement Plan)
C.	Areas of Non-compliance (include in Corrective Action Plan)

Program Improvement Plan for Areas of Needed Improvement

1			Evaluation Method			
		פַ	Timeline			
Charter School Contact:	USOE TA:	This form is available for download on www.usoe.k12.ut.us	Action Step(s)			
		General Supervision Parent Involvement FAPE in the LRE Transition Disproportionality	Goal(s)			
Charter School:	Date Submitted:	Program Areas:	Program Area	GENERAL SUPERVISION	PARENT INVOLVMENT	

DISPROPORTIONALITY

FAPE IN THE LRE

TRANSITION

Sample

Program Improvement Plan for Areas of Needed Improvement

School Contact: Glenna Gallo

Charter School: USOE

USOE TA: Karen Kowlaski Date Submitted: May 26, 2006

Program Areas: General Sup

General Supervision Parent Involvement FAPE in the LRE Transition Disproportionality

This form is available for download on www.usoe.kl2.ut.us

Program Area	Goal(s)	Action Step(s)	Timeline	Evaluation Method
GENERAL SUPERVISION				
	1. Annual monitoring system that creates data to be used in determining areas of need in the school.	a. Determining staff who will review files.b. Training of those staff on file review program.c. Scheduling of files to be reviewed.	June 30, 2007	Data from file review
	2. Annually update special education procedures handbook.	a. Collect information that will change. b. Create and disseminate a new handbook with revised and new procedures.	August 2006 and ongoing	Updated manual
PARENT INVOLVMENT				
	1. Greater parental understanding of procedural safeguards.	a. Add information into the handbook that prompts teachers to explain procedural safeguards to parents. b. Post information regarding procedural safeguards to school website.	August 2006	Parent and teacher survey results

FAPE IN THE LRE				
	1. Increase participation of students with disabilities in school and state assessments to at least 95%.	a. Provide training related to requirements for including students with disabilities in school and state	August 2006	School-wide assessment participation
		assessments to general education and special education teachers.		rates
TRANSITION				
	1. Improve school to post-school	a. Provide training to special education	August 2006	Data from file
	transition plans by documenting	staff on age appropriate transition		review.
	student preferences and interests.	assessments and documentation of results		
		on transition plan.		
		b. Provide staff with necessary		
		assessment tools.		
	2. Improve school to post-school	a. Provide training to special education	August 2006	Data from file
	transition plans by documenting course	staff on determination of course of study		review.
	of study.	and documentation on transition plan.		
DISPROPORTIONALITY				
	1. Revise charter school policies to	a. Include revised policy in handbook.	August 2006	Monitor school
	ensure that students from ethnic and			disproportional
	racial minority backgrounds are not			-ity data
	over identified as having a disability.			yearly.

Corrective Action Plan for Areas of Non-Compliance

			USOE TA Approval Dates				
	ı		Documentation of Compliance				
		or download .ut.us	Timelines for Completion				
Charter School Contact:	USOE TA:	This form is available for download on www.usoe.kl2.ut.us	Desired Results				
Char	IOSN		Corrective Actions				
		General Supervision Parent Involvement FAPE in the LRE Transition Disproportionality	District Findings				
Charter School:	Date Submitted:	Program Areas:	Areas of Non - Compliance	PROGRAM AREA: GENERAL SUPERVISION	PROGRAM AREA: PARENT INVOLVMENT	 PROGRAM AREA: FAPE IN THE LRE	

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SRAM SSITIC		RAM	
PROGRAM AREA: TRANSITION		PROGRAM AREA: DISPROPORTIONALITY	
	I		<u> </u>

Sample

Corrective Action Plan for Areas of Non-Compliance

Charter School Contact: Glenna Gallo USOE TA: Karen Kowalski

Charter School: USOE Charter School Date Submitted: May 30, 2006

Program Areas:

General Supervision Parent Involvement FAPE in the LRE

Transition

Disproportionality

Areas of Non - Compliance	District Findings	Corrective Actions	Desired Results	Timelines for Completion	Documentation of Compliance	USOE TA Approval Dates
PROGRAM AREA: GENERAL SUPERVISION						
None						
PROGRAM AREA: PARENT INVOLVMENT	November 2005 file review data:					
Documentation missing that parents received a copy of evaluation summary report Report of progress on IEP goals not documented	Initial files= 28% noncompliant Re-evaluation files = 35% noncompliant Initial files= 53% noncompliant	Forms will be revised to include prompt statement. Staff training Ongoing file monitoring Staff Training	The percentage of files with this error will be reduced to less than 20%. The percentage of files with this error will be	1. August 2006 2. August 2006 3. June 2007 1. August 2006	Agenda, Participant list, copy of training materials Ongoing file monitoring data Agenda, Participant list, copy	
	Re-evaluation files= 67% noncompliant	 Ongoing file monitoring 	reduced to less than 20%.	2. June 2007	of training materials 2. Ongoing file monitoring data	

PROGRAM AREA: FAPE IN THE LRE	November 2005 file review data:					
Timelines – IEP reviews not held within 1 year.		1. Staff Training	The percentage of files with this error will be	1. August 2006	1. Agenda, Participant list, copy	
	Re-evaluation IIIes= 31% noncompliant	 Ongoing file monitoring 	reduced to less than 20%.	7. June 2007	or training materials	
					Ongoing file monitoring data	
PROGRAM AREA: TRANSITION						
None						
PROGRAM AREA: DISPROPORTIONALITY						
None						



Criteria for Evaluating the Self-Assessment Process and Report

	Item	Comments
1	How closely was the process outlined in the handbook followed?	
2	How well did the Steering Committee represent stakeholders in special education programs?	
3	How active a role did the Committee, or sub- committees, take in the gathering and analysis of data?	
4	Was all of the required data collected?	
5	How completely were the files reviewed on all of the compliance items required? Were at least 10% of the files in the district reviewed?	
6	How representative a sample of special and general education personnel, parents, and students were interviewed or surveyed?	
7	How does the Report address findings from: off-site data, charter school profile and OSEP tables, state wide assessment data, interviews, student record reviews?	

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UTAH PROGRAM IMPROVEMENT PLANNING SYSTEM (UPIPS)

8	How thoroughly was the data analyzed? Is the data accurate? Are there trends in the data? What might the data mean?	
9	How well do the Program Improvement Plan goals address the conclusions or implications of the data analysis?	
10	Are there Corrective Action Plans for any areas of non-compliance from file reviews or analysis of other data?	
11	To what extent does the Self-Assessment Report contain all of the information required?	
12	Was reimbursement invoice and letter submitted?	

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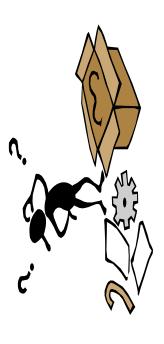
33

INDICATORS FOR PROGRAM AREAS AND GOALS

DATA AGGREGATION AND ANALYSIS TOOL

components of data collected to facilitate analysis in the The following document aggregates various five program areas and on the ten goals.

schools use this method to analyze the data collected It is provided as a tool. It is not required that charter during the Self-Assessment Process.



6/8/05 R2C

Utah Special Education Program Improvement Planning System (UPIPS)

Charter School Name:	Director of Special Education:	
Charter School TA:	Timeline for Completion June 30, 2006	10, 2006
Concentration Constitution	Table of Contents	Indicator numbers
i. General Supervision	GS 1. Charter School mechanisms to ensure FAPE GS 2. Personnel development	1-12 13–16
II. Parent Involvement	PI 1. Rights and responsibilities PI 2. Program improvement activities	17-26 27
III. Free Appropriate Public Edu FL 1. E FL 2. F	≥ ≔ <	28-33
	Dropout Rates Table Placement by Disability Table Suspension and Expulsion Rates Table FL 3. Progress within UPASS Assessment Participation Table Assessment Performance Table	49-51
IV. Transitions	T 1. Part C to Part B T 2. Secondary	52-53 54-57
V. Disproportionality	D1. State Eligibility Criteria and Disproportionality Prevalence by Ethnicity Table (outcomes of Elig. Decision)	58

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM (UPIPS) 2005-2006 Performance Goals and Indicators

AREA I. General Supervision

mechanisms for ensuring compliance, and parent and child protections are systematic and utilize data to develop corrective action plans and activities. Goal 1: Free Appropriate Public Education is available to all students in the school because the charter school's monitoring system, other

FO FO COII PO PR PR PR PR PR PR PR	FORMS. Forms have been reviewed for minimum legal compliance with State Rules and approved by USOE. POLICIES AND PROCEDURES. Charter School	Data Sources -Off-site analysis by USOE -Off-site analysis by	Baseline Data Date forms approved by USOE TA: USOE TA approval date:	Charter School Analysis	Action Needed PIP Goal? CAP?
has a USC and disal distr distr	has approved P/P, consistent with USOE Special Education Rules, and assurance that all children with disabilities residing in the school district are located, evaluated, identified, and provided FAPE.	USOE			

Indicator/ Authority	Indicator	Data Sources	Baseline Data	Charter School Analysis	Action Needed PIP Goal? CAP?
3 II.A.	CHILD FIND ACTIVITIES. Charter School implements and coordinates Child Find, including: a. students suspected of being a SWD even though they are advancing from grade to grade	-Off-site analysis by USOE	All Child Find activities implemented? Yes No USOE TA approval date:	[] Strength [] Meets Requirements [] Needs Improvement [] Non-Compliant	
VI.Q.	FEDERAL IDEA AND STATE SPECIAL EDUCATION MONIES. Charter School uses funds in accordance with USOE Special Education Rules.	-Annual Audit Report	Annual financial report has no audit exceptions in special education. □ Yes □ No	[] Meets Requirements [] Non-Compliant	
S II.D.	EVALUATION MATERIALS Charter School uses appropriately evaluation materials administered by appropriately trained personnel including: a. standardized evaluation instruments b. native language or other modes of communication c. parental input materials d. LEP/ELL assessment	-Off-site analysis by USOE	Are appropriate materials available? □ Yes □ No	Analysis: [] Strength [] Meets Requirements [] Needs Improvement [] Non-Compliant	

Action Needed PIP Goal? CAP?			
Charter School Analysis	Analysis:	[] Strength [] Meets Requirements [] Needs Improvement [] Non-Compliant	Analysis: [] Strength [] Meets Requirements [] Needs Improvement [] Non-Compliant
Baseline Data	re ain	Tyes □ No □ Yes □ No □ Yes □ No	Are case load limits with maximum allowable limits? ☐ Yes ☐ No
Data Sources	-Administra- tive assignment -Administra- tive interview -Off-site data	analysis by USOE -CACTUS -Job description -Interview	-Administra- tive interview -Class lists
Indicator	QUALIFIED PERSONNEL Charter School has appropriately and adequately trained personnel necessary to carry out Part B of IDEA including: a. appropriate LEADERSHIP SERVICE for coordination and supervision of special education programs b. diagnostic and assessment	personnel including designated psychological examiners (if any) c. sufficient numbers of qualified teachers and related service providers to meet identified needs of SWD d. paraeducators used appropriately to assist in the provision of special education services (Job description, properly trained & supervised).	CASELOADS. Charter School oversees caseload of each special educator and adheres to maximum limits.
Indicator/ Authority	6 VII.D. VII.E. VII.I.	Appendix A	7 VII.G.

Indicator/	Indicator	Data Sources	Baseline Data	Charter School Analysis	Action Needed PIP Goal? CAP?
Authority					
8	CONFIDENTIALITY Charter School has safeguards in place to protect the confidentiality of	-Policy and Procedures Manual	Are safeguards in place?	Analysis:	
	personally identifiable information	-Authorized	□ Yes □ No	[] Strength	
	disclosure, and destruction	Access List -Record of		l J Meets Requirements	
IV.W.	including a record of all parties	Access		[] Needs	
	obtaining access to educational records for each student.			Improvement [] Non-Compliant	
	COMPLAINT & DUE	-District data		Analysis:	
6	PROCESS DECISIONS	-USOE data			
(E	Corrective actions specified as the				
. j. j.	result of formal complaint				
IV.J.	investigation, mediation, and due			Strength	
IV:0.	process hearing are appropriately implemented by the Charter School			Meets Requirements	
	within the required time limits.			[] Needs	
				Improvement	
				[] Non-Compliant	
10	REG ED INTERVENTIONS. Charter School has a system for	-Interview	Interview data:	Analysis:	
	managing regular education	review			
	interventions prior to referral for		Record review	[] Strength	
ПВ	special education evaluation.		data:	Meets Requirements	
 				[] Needs	
				Improvement	

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REF 11 Chart makr	Illancarol	Data Sources	Dascillic Data	Analysis	PIP Goal? CAP?
makir	REFERRAL PROCESS. Charter School has procedures for	-P/P Manual -Form	Interview data:	Analysis:	
evalu	making a referral for individual evaluation.	-Interview -Record	Record review	[] Strength [] Meets	
		review	data:	Requirements [] Needs	
II.C.				Improvement	
				[] Non-Compliant	
LRB	LRBI COMMITTEE	-List of	Documentation	Analysis:	
12 Chart	Charter School has a local LRBI	committee	provided of		
Com	Committee that monitors the use of	members	LRBI committee		
	Level 3 and 4 interventions by IEP	-Reports from	functioning.	[] Strength	
Appendix F teams.		IEP teams	□ Yes □ No	[] Meets	
II.A.		-Lower level		Requirements	
		interventions		[] Needs	
		nsed		Improvement	
		-Emergency		[] Non-Compliant	
		Contact Forms			
		on file			

Goal 2: All members of the IEP team have access to personnel preparation and support activities that facilitate improved educational results for students with disabilities and the implementation of IDEA 2004. S.

Indicator/ Authority	Indicator	Data Sources	Baseline Data	Charter School Analysis	Action Needed PIP Goal? CAP?
,	CSPD NEEDS ASSESSMENT.	-Surveys	Method for	Analysis:	
13	Charter School has system to	-Interview	determining PD		
	determine personnel development & -Di	-District/Sp.	trainings.	[] Strength	
	training needed to support improved	Ed. Mission		[] Meets	
	educational outcomes for SWD.			Requirements	
VII.C.				[] Needs	
				Improvement	
	UTILIZATION OF STATE	-Training log	Training data	Analysis:	
14	CSPD ACTIVITES. Charter	from UPDC			
	School uses, as appropriate, State	-Training log		[] Strength	
	CSPD to train staff to meet needs of	from local		[] Meets	
	students with disabilities.	sources		Requirements	
		-Interviews		[] Needs	
VII.C.				Improvement	

Indicator/	Indicator	Data Somrces	Raceline Data	Charter School	Action Needed
Authority	Indicatol	Data Sources	Dascillic Data	Analysis	PIP Goal? CAP?
	INDUCTION SUPPORT. All new	-Surveys		Analysis:	
15	special education teachers and	-District logs			
	related service providers (0-3 years	-SIG grants		[] Strength	
Utah Code	Utah Code of service) receive induction			[] Meets	
	support through CSPD efforts.			Requirements	
				[] Needs	
				Improvement	
	IDEA PROCESSES &	-Interview	Interview data:	Analysis:	
16	REQUIREMENTS. IEP team				
	members understand the procedural		Record review:	[] Strength	
	safeguards in special education.			[] Meets	
VII.C.				Requirements	
VI.G.				[] Needs	
				Improvement	

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PI. Goal 1: Parents and eligible youth with disabilities are aware of and have access to their rights and responsibilities within the system parent and child protections.

Indicator/	notocil n	Doto Courses	Dogolino Doto	Charter School	Action Needed
Authority	Halcatol	Data Sources	Dascille Data	Analysis	PIP Goal? CAP?
	PROCEDURAL	-Off-site	Date Procedural	Analysis:	
17	SAFEGUARDS NOTICE.	analysis by	Safeguards	[] Meets	
	Charter School uses approved	USOE	Notice approved	Requirements	
	notice.		by USOE TA:	[] Needs	
IV.E.				Improvement	
				[] Non-Compliant	

Indicator/ Authority	Indicator	Data Sources	Baseline Data	Charter School Analysis	Action Needed PIP Goal? CAP?
•	PROCEDURAL	-Record	Record review	Analysis:	
18	SAFEGUARDS. Procedural	review	data		
	Safeguards notices are given to	-Interview		[] Strength	
	parents at times required by IDEA			[] Meets	
;	and State Rules, including Early			Requirements	
IV.E.	Intervention to Part B transition.		Interview data	[] Needs	
				Improvement [] Non-Compliant	
	NOTICE OF MEETING.	-Record	Record review	Analysis:	
19	Parents are given opportunities to	review	data		
	participate in meetings with	-Interview			
	respect to the evaluation,	-Parent focus		[] Strength	
	identification, and provision of	group		[] Meets	
III.G.	FAPE (including transition as	-Parent	Interview data	Requirements	
	appropriate) and educational	surveys		[] Needs	
	placement of their student. Notice			Improvement	
	contains required elements.			[] Non-Compliant	
	PRIOR WRITTEN NOTICE.	-Record	Record review	Analysis:	
20	Charter School provides written	review	data		
	notice to parents of a SWD a	-Interview			
	reasonable time before the school			[] Strength	
	proposes or refuses to initiate or			[] Meets	
IV.D.	change the evaluation,		Interview data	Requirements	
	identification, FAPE or placement			[] Needs	
	of the student (including			Improvement	
	graduation).			[] Non-Compliant	
	COPIES.	-Record	Record review	Analysis:	
21	Parents are provided copies of the	review	data	•	
	Evaluation Report, Documentation	-Interview			
II.F.	of Determination of Eligibility and			[] Strength	
	the IEP.			[] Meets	
			Interview data	Requirements	
				[] Needs	
				Improvement	
				[] Non-Compliant	

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Action Needed PIP Goal? CAP?			
Charter School Analysis	Analysis: [] Strength [] Meets Requirements [] Needs Improvement [] Non-Compliant	Analysis: [] Strength [] Meets Requirements [] Needs Improvement [] Non-Compliant	Analysis: [] Strength [] Meets Requirements [] Needs Improvement [] Non-Compliant
Baseline Data	Record review data Interview data	Record review data Interview data	Record review data Interview data
Data Sources	-Record review -Interview	-Record review -Interview	-Record review -Interview -Student focus group
Indicator	PARENTAL CONSENT. Written parental consent is obtained prior to: a. conducting an initial evaluation or administering additional tests for reevaluation b. initial placement for provision of sp ed and related services c. temporary diagnostic placement	PROGRESS REPORTS TO PARENTS. The IEP includes a statement of how the student's progress towards annual goals will be measured and when periodic reports on progress will be provided.	MAJORITY RIGHTS. Not later than one year before the student's 18 th birthday, the IEP must document that the student and parent have been informed of the rights that will transfer to the student upon reaching the age of majority.
Indicator/ Authority	22 IV.F.	23 III.7.	24 IV.V.

Indicator/	Indicator	Doto Common	Descline Date	Charter School	Action Needed
Authority	Indicator	Data Sources		Analysis	PIP Goal? CAP?
	PARENT TRAINING. Families	-Interview	Interview data	Analysis:	
25	receive training in their rights and	-Training logs			
	responsibilities within IDEA and	-Parent focus	Training data		
	the IEP process.	group		[] Strength	
VI.G.		-Parent		[] Meets	
		surveys		Requirements	
				[] Needs	
				Improvement	
	UNDERSTANDABLE	-Interview	Interview data	Analysis:	
26	COMMUNICATION.	-Samples of			
	Information is provided to families	forms	Examples	[] Strength	
III.F.	in a variety of languages, formats	-Record	provided	[] Meets	
IV.D.	and locations. Parent understands	review		Requirements	
	the proceedings.		Training data	[] Needs	
				Improvement	

PI 2. Goal Statement: Programs and services for students with disabilities improve because parents are actively involved in program improvement activities.

Indicator/ Authority	Indicator	Data Sources	Baseline Data	Charter School Analysis	Action Needed PIP Goal? CAP?
	PARENT PARTICIPATION.	Attendance		Analysis:	
27	Parents participate in stakeholder	rosters			
300.650	activities (i.e., local self-				
P.9	assessment committees, advisory	Committee			
OSEP	panels, and steering committees) to	membership		[] Strength	
indicator	improve results for SWD.			[] Meets	
				Requirements	
UPIPS				[] Needs	
Manual				Improvement	

III. Free Appropriate Public Education in the Least Restrictive Environment

FL. Goal 1: The needs of students with disabilities are determined based upon state definitions, eligibility criteria and appropriate evaluation procedures.

Indicator/ Authority	Indicator	Data Sources	Data Sources Baseline Data	LEA Analysis	Action Needed PIP Goal? CAP?
	PREVALENCE OF SWD. The	&See Table	Trends	Analysis:	
28	percentage of students with	Below			
	disabilities receiving special			[] Strength	
	education, identified by state			[] Meets	
	eligibility criteria, is comparable to			Requirements	
	state data.			[] Needs	
				Improvement	

	<u> </u>	Prevalence	
Category	State Data December 1, 2001	Local Data December 1, 2001	National Data December 1, 200
Autism			
Communication Disordered			
Deafblindness			
Developmental Delay			
Emotionally Disturbance			
Hearing Impairment/Deafness			
Intellectual Disability			
Multiple Disabilities			
Orthopedic Impairment			
Other Health Impairment			
Specific Learning Disabilities			
Traumatic brain injury			
Visual Impairment			
Total Disabled			

Indicator Authority	Indicator	Data Sources	Data Sources Baseline Data	LEA Analysis	Action Needed PIP? CAP?
	DISPROPORTIONALITY OF	&See Table		Analysis:	
29	ETHNIC GROUPS. The	Below			
	percentage of students with				
	disabilities identified by				
	race/ethnicity in each disability			[] Strength	
	category is at a rate comparable to			[] Meets Requirements	
	the demographic distribution in			[] Needs Improvement	
	the LEA.				

Category	American Indian or Alaskan Native	Asian or Pacific Islander	Black of African American	Hispanic or Latino	White (Not Hispanic)	Total
General Education						
Population						
Autism						
Communication						
Disordered						
Deafblindness						
Developmental Delay						
Emotionally Disturbance						
Hearing						
Impairment/Deafness						
Intellectual Disability						
Multiple Disabilities						
Orthopedic Impairment						
Other Health Impairment						
Specific Learning						
Disabilities						
Traumatic brain injury						
Visual Impairment						
Total Disabled						

Indicator				Charter School	Action	-
Authority	Indicator	Data Sources	Data Sources Baseline Data	Analysis	PIP?	CAP?
	EVALUATION TIMELINES.	-Record review Record review	Record review	Analysis:		
30	Timely evaluations/re-	-Interview	data:			
	evaluations are given by					
	qualified staff.			[] Strength		
			Interview data:	[] Meets		
II.E.				Requirements		
				[] Needs		
				Improvement		
				[] Non-Compliant		

Indicator Authority	Indicator	Data Sources	Baseline Data	Charter School Analysis	Action PIP? CAP?	
31	DETERMINATION OF	-Record review	Record review	Analysis:		
	NEEDED DATA FOR		data:	•		
	EVALUATION/			[] Meets		
II.E	REEVALUATION. Evaluation			Requirements		
	team, including parents, reviews existing eligibility data.			[] Non-Compliant		
	EVALUATION	-Record review	Record review	Analysis:		
32	PROCEDURES.	-Interview	data:	•		
	Variety of tools used, consider					
	language & communication			[] Strength		
	issues, motor issues, etc. in		Interview data:	[] Meets		
	selecting assessments.			Requirements		
II.D.	Administered by trained			[] Needs		
	personnel. All areas related to			Improvement		
	suspected disability assessed and			[] Non-Compliant		
	identify all needs.					
	ELIGIBILITY	-Record review	Record review	Analysis:		
33	DETERMINATION.	-Interview	data:			
	A group of qualified					
	professionals, including parents,			[] Strength		
	determine eligibility for special		Interview data:	[] Meets		
	education services based upon			Requirements		
II.F.	categorical eligibility criteria.			[] Needs		
				Improvement		
				[] Non-Compliant		
	INDEPENDENT	-Off-site	Information	Analysis:		
34	EDUCATIONAL	analysis by	available in			
	EVALUATION. Charter School	USOE	LEA.	[] Meets		
	has information available as to			Requirements		
	where an Independent		\Box Yes \Box No	[] Needs Improvement		
IV.C.	Educational Evaluation may be			[] Non-Compliant		
	obtailled.					_

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FL. Goal 2: All students with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living.

Indicator Authority	Indicator	Date Sources	Date Sources Baseline Data	LEA Analysis \	Action PIP? CAP?
	GRADUATION RATE. LEA	& See Table		Analysis:	
35	high school completion rate for	Below			
	students with disabilities is				
	comparable to completion rate for				
	non-disabled students.				
				[] Strength	
				[] Meets	
				Requirements	
				[] Needs	
				Improvement	

Graduation Rates

_		T	
	National Data 2000-200		
	Local Data 2000-2001		
	State Data 2000-2001		
		General Education Students	Special Education Students

Analysis:		Performance:	[] Strength	[] Meets Requirements	[] Needs Improvement	
魯See Table Below魯						
DROP OUT RATE.	LEA dropout rate for students	with disabilities is comparable to	dropout rate for non-disabled	students.		
	36					

Dropout Rates

National Data 2000-200		
Local Data 2000-2001		
State Data 2000-2001		
	General Education Students	Special Education Students

Indicator	Indicator	Date Sources	Raseline Data	LEA Analysis	Action
Authority			Dascuitt Data		PIP? CAP?
	LRE/PLACEMENT.	-Record review	Record review	Analysis:	
	Students not removed from neigh-	-Interview	data:		
	borhood school or general			[] Strength	
	education classrooms solely due to			[] Meets	
	needed accommodations		Interview data:	Requirements	
	/modifications in general			[] Needs	
	curriculum. Educational placement			Improvement	
	is reviewed annually.			[] Non-Compliant	
	LRE/PLACEMENT.	♦See Table		Analysis:	
	The percentage of students with	Below			
	disabilities ages 3-21 served at			[] Strength	
	each point of the continuum of			[] Meets	
	placements is comparable to state			Requirements	
	data.			[] Needs	
				Improvement	

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Placement of Preschool Students with Disabilities by Disability 3-5

	V 09-0	0-60 Minutes of	61-180 Minutes	Ainutes	>180	>180 Minutes				
	Sr	Special	of Special	ecial	ofSl	of Special	Homel	Homebound-	Sepa	rate
December 1, 2003	Edu	Education	Education	ntion	Educ	Education	Hos	Hospital	facility	lity
	Se	Service	Service	ice	Ser	Service	Ω	_	Щ	
		A	В		_	D				
	State	Local	State	Local	State	Local	State	Local	State	Local
Category										
Autism										
Communication Disordered										
Deaf-Blindness										
Developmental Delay										
Emotionally Disturbance										
Hearing										
Impairment/Deafness										
Intellectual Disability										
Multiple Disabilities										
Orthopedic Impairment										
Other Health Impairment										
Specific Learning										
Disabilities										
Traumatic Brain Injury										
Visual Impairment										
Total Disabled										

Placement of School Age Students with Disabilities by Disability ages 6-21 LRE

	V 09-0	0-60 Minutes of	61-180 Minutes	Ainutes	>180 N	>180 Minutes				
	Sc	ecial	of Spe	ecial	$of S_I$	oecial	Homet	Homebound-	Sepa	rate
December 1, 2003	Edt	Education	Education	ation	Educ	Education	Hospital	pital	facility	lity
	~ ~	rvice A	Servi	ice	Ser	rvice C	<u> </u>	<u> </u>	Щ	
	State	Local	State	Local	State	Local	State	Local	State	Local
Category										
Autism										
Communication Disordered										
Deaf-Blindness										
Developmental Delay										
Emotionally Disturbance										
Hearing										
Impairment/Deafness										
Intellectual Disability										
Multiple Disabilities										
Orthopedic Impairment										
Other Health Impairment										
Specific Learning										
Disabilities										
Traumatic Brain Injury										
Visual Impairment										
Total Disabled										

Indicator/	Indicator	Data Compage	Recoline Date	I F A Analysis	Action
Authority	Illuicator	Date Sources	Dascille Data	LEA Allalysis	PIP? CAP?
	SUSPENSION AND	魯See Table		Analysis:	
39	EXPULSION RATES. Students	Below			
	with disabilities are removed from			[] Strength	
	school at rates no higher than			[] Meets	
	those for students without			Requirements	
VI.J.	disabilities.			[] Needs	
				Improvement	

Suspension and Expulsion Rates

				Action CAP?																						
	Local Data 2000-2001			PIP?																						
	State Data 2000-2001			LEA Analysis	Analysis:		[] Maets	Requirements	[] Needs	Improvement	[] Non-Compliant	Analysis:		[] Meets	Requirements	[] Needs	Improvement	[] Non-Compliant	Analysis:			[] Meets	Requirements	[] Needs	Improvement	Non-Compliant
remain museum		ts	ts	Baseline Data	Record review	data:		Interview data:				Record review	data:			Interview data:			Record review	data:				Interview data:		
d'ana		Education Students	Education Students	Date Sources	-Record	review	-Interview					-Record	review	-Interview					-Record	review	-Interview					
		General	Special	Indicator	IEP TEAM MEMBERSHIP.	IEPs document the participation	or required LEF team members,	moraring Parents.				PLEPS. IEP documents present	levels of educational	performance including how the	disability affects	involve/progress in the general	curriculum or appropriate	activities.	MEASURABLE	GOALS/OBJECTIVES.	IEP contains measurable annual	goals, including benchmarks or	short-term objectives. Either	goals and/or	objectives/benchmarks may be	measurable.
				Indicator/ Authority	•	40			III.F	III.E.			4					III.I.		42				III.I.		

Indicator# Authority	Indicator	Date Sources	Baseline Data	LEA Analysis	Action PIP? CAP?
43	SERVICE DELIVERY. IEP must include, as appropriate: a. specific special education and	Record Review	Record review data:	Analysis:	
	related services	Interview	Interview data:	Performance:	
III.II.	supprement and and services	*	ilici vicw data.	[] Meets	
	c. program modifications and/or accommodations			Requirements	
	d. supports for school personnel			Improvement	
	e. frequency, location, and duration of services.			[] Non-Compliant	
	PARTICIPATION WITH	-Record	Record review	Analysis:	
4	NON-DISABLED PEERS. The	review	data:		
	IEP includes an explanation of	-Interview			
	the extent to which the student		,	1	
	will not participate with non-		Interview data:	[] Meets	
III.I.	disabled students in the regular			Requirements	
	class and/or other activities.			[] Needs	
				Improvement [] Non-Compliant	
	STATEWIDE ASSESSMENT.	-Record	Record review	Analysis:	
45	The IEP includes documentation	review	data:	•	
	of how the student will	-Interview			
	participate in state- and district-			[] Strength	
	wide assessment, or reasoning		Interview data:	[] Meets	
	for participation in Utah's			Requirements	
IIII.I.	Alternate Assessment.			[] Needs	
				Improvement	
				[] Non-Compliant	

Indicator#					Action
Authority	Indicator	Date Sources	Baseline Data	LEA Analysis	PIP? CAP?
	IEP TIMELINES. The IEP	-Record	Record review	Analysis:	
46	Team develops and revises each	review	data:		
	student's IEP as necessary. a.	-Interview			
	IEP developed within 30 days of				
	initial eligibility determination.		Interview data:	Strength	
	b. IEP contains projected date			[] Meets	
III.H.	for beginning of services. c. IEP			Requirements	
III.R.	reviewed not less than annually.			[] Needs	
	d. Initial services begin ASAP			Improvement	
	following IEP development.			[] Non-Compliant	
	DISCIPLINE.	Record	Record review	Analysis:	
47	The LEA implements	Review	data:		
	appropriate procedures for				
	disciplining students with				
	disabilities and has a system for	Interview	Interview data:		
	keeping disciplinary records.			[] Strength	
				[] wices	
<u> </u>				Needs	
•				Improvement	
				Non-Compliant	
				1	

Indicator# Authority	Indicator	Date Sources	Baseline Data	LEA Analysis	Action PIP? CAP?
	SPECIAL FACTORS. The IEP	-Record	Record review	Analysis:	
48	Team considers the following	review	data:		
	factors when reviewing and	-Interview			
	revising the IEP as appropriate:				
	a. behavioral strategies,				
	including positive				
	interventions for the student				
	whose behavior impedes				
	his/her learning or that of				
	others.				
	b. language needs for English		Interview data:		
	Language Learners. (LEP)				
	c. Braille instruction for the				
	student who is blind or			[] Strength	
	visually impaired.			[] Meets	
	d. communication needs: (1) for			Requirements	
III.H.	all students, and (2) for			[] Needs	
III.M.	students who are deaf or hard			Improvement	
	of hearing incl. language/			[] Non-Compliant	
	communication methods/				
	modes with peers and staff.				
	e. assistive technology				
	devices/services for the				
	student who without them				
	would not benefit from				
	special education				
	f. extended school year services				

FL. Goal 3: Students with disabilities make continuous progress within the State and charter school system for educational accountability (U-PASS).

Indicator Authority	Indicator	Data Sources	Baseline Data	Charter School Analysis	Action PIP? CAP?
	PARTICIPATION RATE.	& See Table		Analysis:	
49	Students with disabilities	Below			
	participate in state- and district-				
	wide assessment programs, with			[] Strength	
	appropriate test			[] Meets Requirements	
VI.E.	accommodations and			[] Needs Improvement	
	modifications as needed, at a				
	rate comparable to state and				
	national data.				
	PARTICIPATION	♦ See Table	♦ See Table	Analysis:	
20	RATE/ALTERNATE	Below	Below		
	ASSESSMENT. Students with				
	disabilities participate in			[] Strength	
VI.D.	alternate assessments at a rate			[] Meets Requirements	
	comparable to state and national			[] Needs Improvement	
	data.				

Pa	Participation Rates for the U-PASS Core Assessments	e U-PASS Core Assess	ments	
Assessment	Standard Administration and with Accommodations	lministration ommodations	Alternate	Alternate Assessment
	State	Local	State	Local
CRT (Core Assessments)				

Indicator Authority	Indicator	Data Sources Baseline Data	Baseline Data	Charter School Analysis and Performance Level	Action PIP? CAP?
51	PERFORMANCE RESULTS. Students with disabilities improve performance results at a	&See Table Below&	&See Table Below&	Analysis:	
VI.D.	rate that decreases any gap between students with disabilities and their non- disabled peers.			[] Strength [] Meets Requirements [] Needs Improvement	

	4 (Subs	4 (Substantial)	3 (Sufficient)	icient)	2 (Partial Mastery)	Mastery)	1 (Minimal Mastery)	l Mastery)
	Gen Ed	Sp Ed	Gen Ed	Sp Ed	Gen Ed	Sp Ed	Gen Ed	Sp Ed
Language Arts 1								
Language Arts 2								
Language Arts 3								
Language Arts 4								
Language Arts 5								
Language Arts 6								
Language Arts 7								
Language Arts 8								
Language Arts 9								
Language Arts 10								
Language Arts 11								
Mathematics 1								
Mathematics 2								
Mathematics 3								
Mathematics 4								
Mathematics 5								
Mathematics 6								
Mathematics 7								
Eighth grade								
Ninth grade								
Tenth grade								
Eleventh grade								

IV. Transitions

T. Goal 1: Children exiting Part C receive the services they need by their third birthday, when appropriate.

T. Goal 2: All students with disabilities, beginning at age 16 and younger when appropriate, receive individualized, coordinated transition services, designed within an outcome-oriented process that promotes movement from school to post-school activities.

Indicator Authority	Indicator	Data Sources	Baseline Data	Charter School Analysis	Action PIP? CAP?
54	TRANSITION, POST- SECONDARY. Beginning not later than first IFD to be in effect	-Record review -Interview	Record review analysis:	Analysis:	
1111	at age 16, IEPs include		Interview analysis:	[] Suchigan [] Meets Requirements [] Needs	
	secondary goals based on age appropriate transition assessments related to:		and you.	Improvement [] Non-Compliant	
	a. training b. education c. employment d. independent living skills (where appropriate)				
55	TRANSITION, POST- SECONDARY. IEP contains transition services needed	-Record review	Record review analysis:	Analysis:	
Ш.Т.	including course of study, to reach those goals.		Interview analysis:	[] Strength [] Meets Requirements [] Needs Improvement	
99	TRANSITION SERVICES. Team considered: instruction,	-Record review	Record review analysis:	Analysis:	
III.J.	experiences, development of employment and other post-school adult living objectives, and if appropriate, daily/independent living skills and functional		Interview analysis:	[] Strength [] Meets Requirements [] Needs Improvement [] Non-Compliant	
	vocational evaluation.				

Indicator				Charter School	Action
Authority	Indicator	Data Sources	Baseline Data	Analysis	PIP? CAP?
57	Summary of Performance.	-Record review Record review	Record review	Analysis:	
	Charter School shall provide the	-Interview	analysis:		
	student with a summary of the				
	student's academic achievement		Interview	[] Strength	
	and functional performance, which		analysis:	[] Meets Requirements	
	shall include recommendations on			[] Needs	
	how to assist the student in			Improvement	
	meeting the student's post-			[] Non-Compliant	
	secondary goals.				

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D. Goal 1: Students are identified as eligible under IDEA following charter school and state policies and procedures that ensure those from ethnic and racial minority backgrounds are not over identified.

Indicator	I adjection	Doto Common	Deceline Date	Charter School	Action Needed
Authority	Indicator	Data Sources	Daseille Data	Analysis	PIP? CAP?
	DISPROPORTIONALITY OF	&See Table		Analysis:	
28	ETHNIC GROUPS. The	Below			
	percentage of students with				
	disabilities identified by				
	race/ethnicity in each disability			[] Strength	
	category is at a rate comparable to			[] Meets Requirements	
	the demographic distribution in			[] Needs Improvement	
	the LEA.				

		Prev	Prevalence by Ethnicity Dec 1, 2003			
Category	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White (Not Hispanic)	Total
General Education Population						
Autism						
Communication						
Disordered						
Deaf-Blindness						
Developmental Delay						
Emotionally Disturbance						
Hearing						
Impairment/Deafness						
Intellectual Disability						
Multiple Disabilities						
Orthopedic Impairment						
Other Health Impairment						
Specific Learning						
Disabilities						
Traumatic Brain Injury						
Visual Impairment						
Total Disabled						

Minimum Contents of Files for On-site UPIPS Review

Items	Notes (if any)
Record of Access	
Student Demographics	Name, school, grade, date of birth, disability category
Referral Form & documentation of Regular Education Interventions (prereferral)	
Documentation of student's English proficiency, if primary home language is other than English	IPT scores; other district LEP summary form.
Permission to Evaluate	For initial testing, and if additional areas are to be assessed later.
Review of existing data by evaluation team	At least every 3 years; more often if requested or appropriate.
Notice of Meetings (for past 365 days)	For evaluation/re-evaluation, eligibility determination, IEP review, transition, placement.
Written Prior Notice (for past 365 days)	When actions are proposed or refused on evaluation/re-evaluation, eligibility determination, IEP review, (includes transition at 16 and up), placement.
Evaluation Team Summary Report/Eligibility Report (the two most recent)	For DD forms, the SLD eligibility form has the summary of data on it; the generic form for other categories requires evaluation data summary to be attached.
Copies to parents	Document parents received copy of Evaluation Summary Report and Eligibility Report.
Evaluation tools used to determine the relevant disability category.	Test summaries, observation forms, etc.
IEPs (the two most recent)	Include transition planning form, if appropriate.
Copies to parents	Document parents received copy of IEP.
Behavior Intervention Plan (if appropriate)	
Initial Consent for Placement	Keep in file as long as student is under an IEP.
Procedural Safeguards	Documentation that parent has received a copy with permission to evaluate, eligibility determination, IEP development/review, initial consent for placement.

^{**}All documents older than those listed above must be maintained somewhere in the charter school. Be sure to indicate in the current file where such records are stored.

6/08/05 R2C

Utah State Office of Education Special Education Services

UPIPS Student Record Review Program

You may download the software that the checklist comes from at

www.monitoring.sdl.usu.edu/UPIPs

(Please note that this address is case-sensitive.)

For help with the software or training, contact Margaret Lubke, PhD.

(435) 797-4546

mlubke@ksar.usu.edu

Glenna Gallo, Monitoring Specialist (801) 538-7898 glenna.gallo@usoe.k12.ut.us

	STUDENT RECORD PAPER AND PENCIL CHECKLIST		
	Student Name:		
	Date of Review:		
IR	Interventions and Referral		
IR.1	At least two classroom interventions and/or programs implemented before referral.	II.B, II.C. p. 14	Y N NA UD
IR.2	Before referral, proficiency in English or native language was assessed and found adequate.		Y N NA UD
IR.3	Documentation that classroom interventions and/or programs failed, with supporting data attached.	II.B, II.C p. 14	Y N NA UD
	Initial Referral:		
	Person making referral:		
	Areas of concern:		
IEV	Initial Evaluation		
IEV IEV.1	Initial Evaluation Consent for Initial Evaluation included in the student's file.	II.C. p. 14	Y N NA UD
IEV.1	Evaluation completed within 60 days of receiving parental consent.	п.с. р. 14	Y N NA UD
IEV.3	Written Notice of Initial Evaluation.	IV.D.	TIVINA OD
	Whiteh Hodge of Hillar Evaluation.	p.68 II.C.4	Y N NA UD
IEV.4	Procedural Safeguards provided to parents/guardians.	IV.D.2.d	
		p.70 IV.E.1.	
		p.70	Y N NA UD
IEV.5	For an initial evaluation (IF APPROPRIATE), the evaluation team that includes the parents, reviews existing evaluation data and determines whether additional data are needed for determining eligibility, present levels of performance/ educational needs	II.E. p. 16, 17	V. N. N. A. I. I. I.
IEV C	and/or whether student needs special education and related services.	U.D 45 40	Y N NA UD
IEV.6	Student is assessed in all areas related to suspected disability and sufficiently comprehensive to identify needs. Areas Assessed	II.D. p. 15 -16	Y N NA UD
IEV.7	Variety of assessment tools and strategies were used to gather relevant	II.D. p. 15;	
IL V.7	functional/developmental and other information that was used in determining eligibility.	II.F.1.b. p. 18	Y N NA UD
IEV.8	Parental input was used to gather relevant functional/developmental, and other information related to student involvement and progress in general curriculum (preschoolers- appropriate activities) that is used in determining eligibility.	II.D. p. 15	Y N NA UD
REV	Reevaluation		
REV.1	Written Notice of Reevaluation.	IV.D. pag 68 II.E.5.a	Y N NA UD
REV.2	Procedural Safeguards provided to parents/guardians (only required if parent requested evaluation).	IV.D.2.d p.70 IV.E.1. p.70	Y N NA UD
REV.3	The evaluation team that includes the parents, reviews existing evaluation data and determines whether additional data are needed for determining eligibility, present levels of performance/educational needs and/or whether student needs special education and related services.	II.E. p. 17	Y N NA UD
REV.4	If needed, Consent for Reevaluation included.	II.E. p. 16	Y N NA UD
	Form Date:		
REV.5	Student is assessed in all areas related to suspected disability and sufficiently comprehensive to identify needs.	II.D. p. 15 -16	Y N NA UD
	Areas Assessed		
REV.6	Variety of assessment tools and strategies were used to gather relevant functional/developmental, and other information that was used in determining eligibility.	II.D. p. 15; II.F.1.b. p. 18	V NI NIA LID
REV.7	Parental input was used to gather relevant functional/developmental, and other information related to student involvement and progress in general curriculum	II.D. p. 15	Y N NA UD
	(preschoolers- appropriate activities) that is used in determining eligibility.		Y N NA UD

IEL	Initial Eligibility Determination Form	p. 17	
IEL.1	Is there a current Eligibility Determination in place?		Y N NA UD
IEL.2	Notice of Meeting for Initial Eligibility Meeting.		Y N NA UD
IEL.3	Written Notice of Initial Eligibility.		Y N NA UD
IEL.4	Procedural Safeguards provided to parents/guardians.	IV.D.2.d p.70 IV.E.1. p.70	Y N NA UD
IEL.5	Parents given copy of Evaluation Summary Report.	II.F.1.c	Y N NA UD
IEL.6	Parents given copy of Eligibility Determination documentation.	11.1 . 1.0	Y N NA UD
IEL.7	A group of qualified professionals and parents determined eligibility of student after completion of evaluation procedures.	II.F p. 17 II.E.1 p. 16	Y N NA UD
	Complete Eligibility Determination form for disability category Attachment A, then		
IEL.8	indicate compliance status. The student meets the categorical eligibility criteria of one of these categories.		Y N NA UD
IEL.0	Disability catagory:		T IN INA UD
CEL	Continuing Eligibility		
CEL.1	Is there a current Eligibility Determination in place?		Y N NA UD
OLL. I	Date of CURRENT Eligibility Determination form:	II.E.3.	I IN INA OD
	Date of LAST Eligibility Determination form:	II.E.3.	
CEL.2	Reevaluation Timeline: Conditions warrant: Parent/teacher request; at least once every		
	3 years.		Y N NA UD
CEL.3	Notice of Meeting for Continuing Eligibility Meeting.		Y N NA UD
CEL.4	Written Notice of Continuing Eligibility.		Y N NA UD
CEL.5	Procedural Safeguards provided to parents/guardians.	IV.D.2.d p.70 IV.E.1. p.70	Y N NA UD
CEL.6	Parents given copy of Evaluation Summary Report.	II.F.1.c p.18	Y N NA UD
CEL.7	Parents given copy of Eligibility Determination documentation.	II.F.1.c p.18	Y N NA UD
CEL.8	A group of qualified professionals and parents determined eligibility of student after completion of evaluation procedures.	II.F p. 17 II.E.1 p.	Y N NA UD
	Complete Eligibility Determination form for disability category Attachment A, then indicate compliance status.		I N NA OD
CEL.9	The student meets the categorical eligibility criteria of one of these categories. Disability catagory:		Y N NA UD
IIEP	Initial IEP		
ПСГ	Date of Initial Eligibility Determination:		
	Date of Initial IEP:		
IIEP.1	IEP developed within 30 days of eligibility determination.	II.F.2	Y N NA UD
IIEP.2	Notice of Meeting for Initial IEP Meeting.	0.75	Y N NA UD
IIEP.3 IIEP.4	Written Notice of IEP implementation. Procedural Safeguards provided to parents/guardians (meets once a year	IV.D.1 p.68- 69 IV.D.2.d	Y N NA UD
	requirements).	p.70 IV.E.1. p.70	Y N NA UD
IIEP.5	Parents given copy of IEP.	III.F.6 p.43	Y N NA UD
IIEP.6	IEP documents the participation of required IEP team members by signature, title and date.	III.E. p.41	Y N NA UD
IIEP.6a	Parent either participated in IEP meeting, participated by alternate means, or was provided adaquate notice of the meeting.		Y N NA UD
IIEP.6b	Student either participated in the IEP meeting or was not transition age (16+).		Y N NA UD
IIEP.6c	Regular Education Teacher either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		111111111111111111111111111111111111111
			Y N NA UD
IIEP.6d	Special Education Teacher either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		
			Y N NA UD

IIEP.6e	A qualified LEA either participated in the IEP meeting, was excused by written consent		
	of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD
IIEP.6f	An individual who can interpret instructional implications of the evaluation process either		
	participated in the IEP meeting, was excused by written consent of Parent and LEA with		
	documented input, or attendance was not necessary by written agreement of Parent		
	and LEA, since area not discussed.		Y N NA UD
IIEP.6g	Other: either participated in the IEP meeting, was excused		
	by written consent of Parent and LEA with documented input, or attendance was not		
	necessary by written agreement of Parent and LEA, since area not discussed.		
	, , , , , , , , , , , , , , , , , , , ,		Y N NA UD
IIEP.7	IEP Team documents present levels of academic achievement and functional		
	performance (including baseline or current data.		Y N NA UD
IIEP.8	The present levels of academic achievement and functional performance describe how		
	disability affects involvement/progress in general curriculum or appropriate activities.		
			Y N NA UD
IIEP.9	For students participating in the UAA, a description of benchmarks or short term		
	objectives is included in the PLAAFP.		Y N NA UD
IIEP.10	IEP contains statement of measurable annual goals.		Y N NA UD
IIEP.11	IEP goals address areas of need (areas identified in PLAAFP)		Y N NA UD
IIEP.12	IEP contains statement of how progress toward annual goals will be measured	III.lp.47	Y N NA UD
IIEP.13	IEP contains statement of when periodic reports on progress will be provided.	III.lp.47	Y N NA UD
IIEP.14	IEP contains special education services.	III.lp.46	Y N NA UD
IIEP.15	IEP contains related services.	III.lp.46	Y N NA UD
	Related Services		
IIEP.16	IEP contains supplementary aids and services to be provided to student or on behalf of	III.lp.46	
	student.		Y N NA UD
IIEP.17	IEP contains a statement of program modifications or supports for school personnel that	III.lp.46	
	will be provided for the student: (1) to advance towards annual goals and (2) to be		
	involved and progress in general curriculum and participate in extracurricular and other		
	nonacademic activities.		Y N NA UD
IIEP.18	IEP contains an explanation of extent to which student will NOT participate with non-	III.lp.47	V NI NIA 115
UED 40	disabled students in the regular class and other activities.	III. 1. 47	Y N NA UD
IIEP.19	IEP contains statement of how SWD will participate in state or district-wide	III.lp.47	
	assessments with or without accommodations and/or modifications or reasoning behind		VALNATIO
IEP.20	participation in the Alternate Assessment. IEP contains projected date for beginning of services.	III.lp.47	Y N NA UD Y N NA UD
IIEP.21.a	IEP team considers and revises IEP as appropriate to address: Positive Behavioral	III.lp.44	T IN INA UD
IIEF.ZI.a	Interventions and supports and other strategies to address the behavior of a student	ш.ір. 44	
	whose behavior impedes learning.		Y N NA UD
IIEP.21.b		III.lp.44	I IVIVA OD
1111.21.0	English Language Learners (LEP students).	ш.ір. т т	Y N NA UD
IIEP.21.c.	IEP team considers and revises IEP as appropriate to address: Braille instruction for the	III In 44	1 14 14/1 015
11121 .21.0.	student who is blind or visually impaired.	ш.ір.тт	Y N NA UD
IIEP.21.d		III.lp.44	11110102
	(1) for all students, and (2) students who are deaf or hard of hearing including		
	language/communications methods/modes with peers and staff.		Y N NA UD
IIEP.21.e	IEP team considers and revises IEP as appropriate to address: Assistive technology	III.lp.44	
	devices/services (external only) for the s tudent who without them would not benefit	·	
	from special education.		Y N NA UD
IIEP.22.a	IEP team considers and revises IEP as appropriate to address: Extended School Year	III.lp.44	
	Services.		Y N NA UD
IIEP.22.b	If ESY selected, goals and services included.		Y N NA UD
IIEP.22.c.	If ESY selected, Written Notice was provided.		Y N NA UD
IIEP.22.d	If ESY services considered and refused, Written Notice was provided.		Y N NA UD
OUED	O. at the IED		
CIEP	Continuing IEP	n 17	VNNAUD
CIEP.1	IEP included in student file.	p.17	Y N NA UD
	Date of Current IEP:		
CIED 2	Date of Last IEP:	n 15	V N NA LID
CIEP.2 CIEP.3	IEP reviewed or revised periodically, not less than annually. Notice of Meeting of Continuing IEP Meeting.	p.15	Y N NA UD Y N NA UD
CIEP.4		IV.D.p.68-69	Y N NA UD
UILI .T	TYTALOTI TOLIOC OF ILL IMPICINGUIGHT.	.v.b.p.00-03	. 14 14/1 00

CIEP.5	Procedural Safeguards provided to parents/guardians (meets once a year requirements).	IV.D2.d p.70 IV.E.1. p.70	
			Y N NA UD
CIEP.6	Parents given copy of IEP.	III.F.6. p.43	Y N NA UD
CIEP.7	IEP documents the participation of required IEP team members by signature, title and	III.E. p.41	
	date.	-	Y N NA UD
CIEP.7a	Parent either participated in IEP meeting, participated by alternate means, or was		
	provided adaquate notice of the meeting.		Y N NA UD
CIEP.7b	Student either participated in the IEP meeting or was not transition age (16+).		Y N NA UD
CIEP.7c	Regular Education Teacher either participated in the IEP meeting, was excused by		
	written consent of Parent and LEA with documented input, or attendance was not		
	necessary by written agreement of Parent and LEA, since area not discussed.		
			Y N NA UD
CIEP.7d	Special Education Teacher either participated in the IEP meeting, was excused by		
	written consent of Parent and LEA with documented input, or attendance was not		
	necessary by written agreement of Parent and LEA, since area not discussed.		
	, -, -, -, -, -, -, -, -, -, -, -, -, -,		Y N NA UD
CIEP.7e	A qualified LEA either participated in the IEP meeting, was excused by written consent		11110102
	of Parent and LEA with documented input, or attendance was not necessary by written		
	agreement of Parent and LEA, since area not discussed.		Y N NA UD
CIEP.7f	An individual who can interpret instructional implications of the evaluation process either		11414/102
OILI ./I	participated in the IEP meeting, was excused by written consent of Parent and LEA with		
	documented input, or attendance was not necessary by written agreement of Parent		
			Y N NA UD
OIED 7-	and LEA, since area not discussed.		Y IN INA UD
CIEP.7g	Other: either participated in the IEP meeting, was excused		
	by written consent of Parent and LEA with documented input, or attendance was not		
	necessary by written agreement of Parent and LEA, since area not discussed.		
			Y N NA UD
CIEP.8	IEP team documents present levels of academic achievement and functional		
	performance (including baseline or current data.)		Y N NA UD
CIEP.9	For students participating in the UAA, a description of benchmarks or short term		
	objectives is included in the PLAAFP.		Y N NA UD
CIEP.10	The present levels of academic achievement describe how disability affects		
	involvement/progress in general curriculum or appropriate activities.		Y N NA UD
CIEP.11	IEP contains statement of measurable annual goals.		Y N NA UD
CIEP.12	IEP goals address areas of need (areas identified in PLAAFP).		Y N NA UD
CIEP.13	IEP contains statement of how progress toward annual goals will be measured.	III.I p. 47	Y N NA UD
CIEP.14	IEP contains statement of when periodic reports on progress will be provided.	III.I p. 47	Y N NA UD
CIEP.15	IEP contains special education services.	III.I p. 46	Y N NA UD
CIEP.16	IEP contains related services.	•	Y N NA UD
	Related Services		
CIEP.17	IEP contains supplementary aids and services to be provided to student or on behalf of		
	student.		Y N NA UD
CIEP.18		III.I p. 46	
0.2	will be provided for the student: (1) to advance towards annual goals, and (2) to be	60	
	involved and progress in general curriculum and participate in extracurricular and other		
	nonacademic activities.		Y N NA UD
CIEP.19		III.I p. 47	111111100
OILI .10	disabled students in the regular class and other activities.	Π ρ. 47	Y N NA UD
CIEP.20	IEP contains statement of how SWD will participate in state or district-wide assessment	III.I.n. 47	1111111100
CILI .20	with or without accommodations and/or modifications or reasoning behind participation	π.ι ρ. 47	
	in the Alternate Assessment.		Y N NA UD
CIED 21		III I n 47	Y N NA UD
CIEP.21	IEP contains projected date for beginning of services.	III.I p. 47	T IN INA UD
CIEP.22.a	IEP team considers and revises IEP as appropriate to address: Positive Behavioral	III.H p.44	
	Interventions and supports and other strategies to address the behavior of a student		
OIES SE :	whose behavior impedes learning.		Y N NA UD
CIEP.22.b	1	III.H p.44	
	English Language Learners (LEP students).		Y N NA UD
CIEP.22.c	IEP team considers and revises IEP as appropriate to address: Braille instruction for the	III.H p.44	
	student who is blind or visually impaired.		Y N NA UD
CIEP.22.d		III.H p.44	
	(1) for all students, and (2) students who are deaf or hard of hearing including		
	language/communications methods/modes with peers and staff.		Y N NA UD

CIEP.22.e	IEP team considers and revises IEP as appropriate to address: Assistive technology	III.H p.44	
	devices/services (external only) for the s tudent who without them would not benefit		
	from special education.		Y N NA UD
CIEP.23.a	IEP team considers and revises IEP as appropriate to address: Extended School Year	III.H p.44	
0.220.6	Services.	p	Y N NA UD
CIEP.23.b	If ESY selected, goals and services included.		Y N NA UD
CIEP.23.c	If ESY selected, Written Notice was provided.		Y N NA UD
CIEP.23.d	If ESY services considered and refused, Written Notice was provided.		Y N NA UD
ILRE	Initial LRE/Placement		
	Date of Initial IEP:		
	Date of Initial Placement:		
ILRE.1	Initial Placement (services) began as soon as possible following IEP meeting.	P.52	Y N NA UD
ILRE.2	Notice of Meeting for Initial LRE/Placement Meeting.		Y N NA UD
ILRE.3	Written Notice of Initial LRE/Placement Implementation.		Y N NA UD
ILRE.4	Consent for Intial Placement included in the student's file.		Y N NA UD
ILRE.5	Placement decision is made by a group of persons including student's parents and	III.R.3 p.52	
_	other persons knowledgeable about the student, meaning of evaluation data and		
	placement options.		Y N NA UD
ILRE.6	Placement option selected:	III.R.3 p.53	1 14117 (0 2
ILIXL.O		ш.т.о р.оо	
	Regular Class		
	Regular Class with resource services		
	Self-contained with resource services		
	Special class		
	Special school		
	Home instruction		
	Hospital/Institutional		
	Placement not addressed		
	Reason for option selected:		
	Curricular content not appropriate		
	Degree of instructional modification needed		
	Degree of behavioral interventions needed		
	Other:		
ILRE.7	If student's placement was changed, Written Notice was provided. (Please indicate the		
ILNE.1			
	type of change of placement.)		V NI NIA LID
			Y N NA UD
CLRE	Continuing LRE/Placement		
	Date of Initial Placement:		
	Current Placement Review Date:		
	Last Placement Review Date:		
CLRE.1	Placement reviewed at least annually, based on IEP (asap following current IEP		
	meeting).		Y N NA UD
CLRE.2	Notice of Meeting Continuing LRE/Placement Meeting.	p.52	Y N NA UD
CLRE.3	Written Notice of Implementation of maintaining or changing placement.	1	Y N NA UD
CLRE.4	Placement decision is made by a group of persons including student's parents and		
OLI (L. I	other persons knowledgeable about the student, meaning of evaluation data and		
	placement options.		V NI NIA LID
OLDE C			Y N NA UD
CLRE.5	Placement option selected:		
	Regular Class		
	Regular Class with resource services		
	Self-contained with resource services		
	Special class		
	Special school		
	Home instruction		
	Hospital/Institutional		
	Placement not addressed		
	Reason for option selected:		
	Curricular content not appropriate		
 	Degree of instructional modification needed		1
ļ	Degree of behavioral interventions needed		
	Other:		

CLRE.6	If student's placement was changed, Written Notice was provided. (Please indicate the		
	type of change of placement.)		
			Y N NA UD
E.A.	TRANSITION: PART C TO PART B PROGRAM	USOE Rule	
		II.G.(c) (7)	
		p.35	
E.A.1	Transition planning meeting arranged by lead agency for Part C Program. (Information	USOE Rule	
	item, does not count as compliance.)	III.Z.I p.64	Y N NA UD
E.A.2	Transition planning implemented not less than ninety (90) days prior to eligibility for	USOE Rule	
	preschool Part B program. (Information item, does not count as compliance.)	III.Z.I p.64	Y N NA UD
E.A.3	LEA representative participated in transition planning meeting.	USOE Rule	
		III.Z.I p.64	Y N NA UD
E.A.4	Parent informed of Part B rights and responsibilities at transition planning meeting.	•	
	3 3		Y N NA UD
E.B.	SERVICES AT AGE THREE		
E.B.1	If an eligible student's third birthday occurs during the summer, the IEP team	USOE Rule	
	determines when services begin. (Services may begin at the beginning of the school	III.Z.I p.64	
	year, if appropriate.)	<u>.</u> p.o-	Y N NA UD
E.B.2	IEP team considered IFSP (could be included in PLAAFP or goal).		Y N NA UD
E.B.3	Part C invited to initial IEP.		Y N NA UD
∟.⊔.∪	I art o minted to initial ILF.		I IN INA UD
Sabaal ta	Post-School Transition		
T.A.	TRANSITION IEP PROCEDURES		
T.A.1	Lea documents steps that ensure student's strengths, preferences, and interests are		V NI NIA LID
	considered in developing transition services.		Y N NA UD
T.B	Beginning not later than the first IEP to be in effect when the student is 16:		\/ \
T.B.1	IEP contains appropriate measurable post-secondary goals.		Y N NA UD
T.B.2	Evidence is included that age-appropriate transition assessments were conducted.		
			Y N NA UD
T.B.3	Statement of needed transition services considers:	USOE Rule	
		III.I.8.b. Page	
		47	Y N NA UD
T.B.3a	Instruction,	USOE Rule	
		III.I.8.c. Page	
		48	Y N NA UD
T.B.3b	related services,		Y N NA UD
T.B.3c	community experiences,		Y N NA UD
T.B.3d	development of employment and other post-school adult living objectives,		Y N NA UD
T.B.3e	daily living skills (if appropriate),		Y N NA UD
T.B.3f	a functional vocational evaluation (if appropriate).		Y N NA UD
T.B.4	IEP contains courses of study needed to assist student in reaching goals.		Y N NA UD
T.B.5	Beginning not later than 1 year before 18th birthday, student and parents were informed		
	that rights under Part B will transfer to him/her when he/she reaches 18.		Y N NA UD
T.B.6	At least 45 days before graduation (change of placement), student and parents were		111111100
1.0.0	provided with Written Notice indicating that the student will graduate from high school		
	with a regular diploma and graduation with a diploma terminates eligibility for special		
	education and related services.		Y N NA UD
T.B.7			I IN INA UD
1.D./	LEA provided the student with a summary of the student's academic achievement and		
	functional performance, which included recommendations on how to assist the student		VALMATID
T0	in meeting the student's post-secondary goals.		Y N NA UD
TC 1	AGENCY RESPONSIBILITIES FOR TRANSITION SERVICES		
T.C.1	If a representative from any other agency did not attend, LEA takes other steps to		VALNIA LIE
T O O	obtain their participation in planning of any transition services.	11005 5 :	Y N NA UD
T.C.2	A participating agency from outside the LEA failed to provide agreed upon transition	USOE Rule	
	sevices contained in the IEP. (Information item, does not count as compliance.)	III.E.9.Page	
		41	Y N NA UD
T.C.2a	If T.C. 2 is "yes", LEA initiates a meeting to identify alternative strategies to meet the	USOE Rule	
	transition objectives and, if necessary, revises the student's IEP.	III.J.2.b. Page	
		48	Y N NA UD

Attachme	nt A		
Α	Classification for Autism(AU)		
AU.A.	ELIGIBILITY CRITERIA		
AU.A1	Autism is student's primary disability, although student may exhibit other characteristics		
	such as an emotional disturbance or intellectual disability.		Y N NA UD
AU.A2	Student exhibits significant impairments in social interaction, communication, and/or		
	repetitive and stereotyped patterns of behavior.		Y N NA UD
AU.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor		
	disability, intellectual disability, emotional disturbance or environmental, cultural, or		
	economic disadvantage?		Y N NA UD
AU.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule	
		II.F.(a)p.18	Y N NA UD
AU.A5	Student's disability adversely affects student's education performance.		Y N NA UD
AU.A6	Student requires special education/related services.		Y N NA UD
AU.B.	EVALUATION		Y N NA UD
AU.B1	Multiple measures including an autism checklist/rating scale must be used to assess		
	intellectual, academic communicating, social and adaptive functioning.		Y N NA UD
AUB2	Student's prior medical and developmental history from a qualified health professional		
	must be on record regarding specific syndromes, health concerns, medication, and any		
	information required for planning student's education program.		
			Y N NA UD
Α	Classification Form for Communication Disorder (CD)		
CD.A	ELIIGIBILITY CRITERIA		
CD.A1	Communication disorder is student's primary disability; however, students who qualify in		
	another disability category may also qualify for communication disorder services.		
			Y N NA UD
CD.A2	For students whose primary home language is other than English, the communication		
	disorder must exist in the student's primary language and not be the result of learning		
	English as a second language.		Y N NA UD
CD.A3	If primary home language is other than English, student's proficiency in English or other		
	language was assessed.		Y N NA UD
CD.A4	Are the student's learning problems primarily the result of a visual, hearing, or motor		
	disability, intellectual disability, emotional disturbance or environmental, cultural, or		
	economic disadvantage?		Y N NA UD
CD.A5	Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule	
		II.F.(a)p.18	Y N NA UD
CD.A6	Student's disability adversely affects student's educational performance.		Y N NA UD
CD.A7	Student requires special education/related services.		Y N NA UD
CD.B	EVALUATION		
CD.B1	Multiple measures are used for classifying a student as communication disordered.		
			Y N NA UD
CD.B2	Documentation is provided that indicates that the student has a disorder in listening,		
	reasoning, and/or speaking to such a degree that special education is needed.		
			Y N NA UD
Α	Classification Form for Deafblindness (DB)		
DB.A	ELIGIBILITY CRITERIA		
DB.A1	Deafblindness is a primary disabling condition, but student may have other disabilities in		
	addition to vision and hearing loss.		Y N NA UD
DB.A2	Are the student's learning problems primarily the result of a visual, hearing, or motor		
	disability, intellectual disability, emotional disturbance or environmental, cultural, or		
	economic disadvantage?		Y N NA UD
DB.A3	Is a lack of instruction in reading or math the primary factor in determining eligibility?		
			Y N NA UD
DB.A4	Student's disability adversely affects student's education performance.		Y N NA UD
DB.A5	Student requires special education/related services.		Y N NA UD
DB.B	EVALUATION		
DB.B1	Multiple measures are used to assess vision and hearing.		Y N NA UD

	Evaluation includes and takes into consideration impact of the combined vision and	
	hearing losses.	Y N NA UD
DB.B3	Audiological Evaluation includes both clinical and functional assessment.	Y N NA UD
DB.B4	Vision Evaluation includes both ophthalmological and functional assessment.	Y N NA UD
	VISION 2 VALUE IN INCLUSE SOLIT OF THE AUTO SOLI	1.777.00
Α	Classification Form for Develomental Delay (DD)	
DD.A	ELIGIBILITY CRITERIA	
DD.A1	Student's primary disability is not one of the other disabilities.	Y N NA UD
DD.A2	When adequate evaluation data is available, student is classified in one of the other	
	disability categories.	Y N NA UD
DD.A3	Percentile or Standard Devistion Scores:	
	Cognitive	
	Physical Motor	
	Language/Speech	
	Social/Emotional	
	Self-help/Adaptive Behavior	
DD.A4	Student has a significant delay, defined as 1.5 standard deviations below the mean, or	
	at or below the 7th percentile in three areas of development; 2.0 standard deviations	
	below the mean, or at or below the 2nd percentile in two areas of development; 2.5	
	standard deviations below the mean, or at or below the 1st percentile in one area of	
	development.	Y N NA UD
DD.A5	Are the student's learning problems primarily the result of a visual, hearing, or motor	
	disability, intellectual disability, emotional disturbance or environmental, cultural, or	
	economic disadvantage?	Y N NA UD
DD.A6	Is a lack of instruction in reading or math the primary factor in determining eligibility?	
		Y N NA UD
DD.A7	Student's disability adversely affects student's education performance.	Y N NA UD
DD.A8	Student requires special education/related services.	Y N NA UD
DD.B	EVALUATION	VALAIA LID
DD.B1	Multiple measures are used to assess areas of suspected delay.	Y N NA UD
DD.B2	Assessments selected are appropriate for students ages 3 through 7 and based upon	VALNATID
	student's sensory limits.	Y N NA UD
A	Classification For for Emotional Disturbance (FD)	
A		
	Classification For for Emotional Disturbance (ED)	
ED.A	Eligibility Criteria	Y N NA LID
ED.A ED.A1	Eligibility Criteria Emotional disturbance is primary disability.	Y N NA UD
ED.A1 ED.A2	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of:	
ED.A1 ED.A2 ED.A2a	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system,	Y N NA UD
ED.A1 ED.A2 ED.A2a ED.A2b	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline,	Y N NA UD Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials,	Y N NA UD Y N NA UD Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c ED.A2c	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or	Y N NA UD Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c ED.A2d ED.A2d	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or other medical conditions.	Y N NA UD Y N NA UD Y N NA UD Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c ED.A2c	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or other medical conditions. Are the student's learning problems primarily the result of a visual, hearing, or motor	Y N NA UD Y N NA UD Y N NA UD Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c ED.A2d ED.A2d	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or other medical conditions.	Y N NA UD Y N NA UD Y N NA UD Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c ED.A2d ED.A2d ED.A2e ED.A3	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or other medical conditions. Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or	Y N NA UD Y N NA UD Y N NA UD Y N NA UD Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c ED.A2d ED.A2d	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or other medical conditions. Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?	Y N NA UD Y N NA UD Y N NA UD Y N NA UD Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c ED.A2d ED.A2d ED.A2e ED.A3	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or other medical conditions. Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?	Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c ED.A2d ED.A2d ED.A3	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or other medical conditions. Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage? Is a lack of instruction in reading or math the primary factor in determining eligibility?	Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c ED.A2d ED.A2e ED.A3 ED.A4 ED.A4	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or other medical conditions. Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage? Is a lack of instruction in reading or math the primary factor in determining eligibility? Student's disability adversely affects student's educational performance.	Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c ED.A2d ED.A2d ED.A3 ED.A4	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or other medical conditions. Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage? Is a lack of instruction in reading or math the primary factor in determining eligibility? Student's disability adversely affects student's educational performance. Student requires special education/related services.	Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c ED.A2d ED.A2e ED.A3 ED.A4 ED.A5 ED.A6 ED.B	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or other medical conditions. Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage? Is a lack of instruction in reading or math the primary factor in determining eligibility? Student's disability adversely affects student's educational performance. Student requires special education/related services. EVALUATION Multiple measures (formal and informal) must be used to assess behavioral, social and academic areas.	Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c ED.A2d ED.A2d ED.A3 ED.A4 ED.A4	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or other medical conditions. Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage? Is a lack of instruction in reading or math the primary factor in determining eligibility? Student's disability adversely affects student's educational performance. Student requires special education/related services. EVALUATION Multiple measures (formal and informal) must be used to assess behavioral, social and academic areas. Documentation that demonstrates that the behavior has been exhibited over a long	Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2c ED.A2c ED.A2d ED.A2d ED.A2d ED.A3 ED.A4 ED.A6 ED.A6 ED.B ED.B1	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or other medical conditions. Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage? Is a lack of instruction in reading or math the primary factor in determining eligibility? Student's disability adversely affects student's educational performance. Student requires special education/related services. EVALUATION Multiple measures (formal and informal) must be used to assess behavioral, social and academic areas. Documentation that demonstrates that the behavior has been exhibited over a long period of time and to a marked degree that adversely affects the student's educational	Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c ED.A2d ED.A2d ED.A2e ED.A3 ED.A4 ED.A5 ED.A6 ED.B ED.B1 ED.B2	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or other medical conditions. Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage? Is a lack of instruction in reading or math the primary factor in determining eligibility? Student's disability adversely affects student's educational performance. Student requires special education/related services. EVALUATION Multiple measures (formal and informal) must be used to assess behavioral, social and academic areas. Documentation that demonstrates that the behavior has been exhibited over a long period of time and to a marked degree that adversely affects the student's educational performance.	Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c ED.A2d ED.A2d ED.A2e ED.A3 ED.A4 ED.A5 ED.A6 ED.B ED.B1 ED.B2	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or other medical conditions. Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage? Is a lack of instruction in reading or math the primary factor in determining eligibility? Student's disability adversely affects student's educational performance. Student requires special education/related services. EVALUATION Multiple measures (formal and informal) must be used to assess behavioral, social and academic areas. Documentation that demonstrates that the behavior has been exhibited over a long period of time and to a marked degree that adversely affects the student's educational performance. Educational observations of the student which include at least three (3) fifteen-minute	Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c ED.A2d ED.A2d ED.A2e ED.A3 ED.A4 ED.A5 ED.A6 ED.B ED.B1 ED.B2	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or other medical conditions. Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage? Is a lack of instruction in reading or math the primary factor in determining eligibility? Student's disability adversely affects student's educational performance. Student requires special education/related services. EVALUATION Multiple measures (formal and informal) must be used to assess behavioral, social and academic areas. Documentation that demonstrates that the behavior has been exhibited over a long period of time and to a marked degree that adversely affects the student's educational performance. Educational observations of the student which include at least three (3) fifteen-minute observations on referring behavior pinpoints. A student who is not disabled and who is	Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c ED.A2d ED.A2d ED.A2e ED.A3 ED.A4 ED.A5 ED.A6 ED.B ED.B1 ED.B2	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or other medical conditions. Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage? Is a lack of instruction in reading or math the primary factor in determining eligibility? Student's disability adversely affects student's educational performance. Student requires special education/related services. EVALUATION Multiple measures (formal and informal) must be used to assess behavioral, social and academic areas. Documentation that demonstrates that the behavior has been exhibited over a long period of time and to a marked degree that adversely affects the student's educational performance. Educational observations of the student which include at least three (3) fifteen-minute observations on referring behavior pinpoints. A student who is not disabled and who is not being referred must be selected and observed in the same setting on the same	Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c ED.A2d ED.A2d ED.A2d ED.A3 ED.A4 ED.A5 ED.A6 ED.B ED.B1 ED.B2	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or other medical conditions. Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage? Is a lack of instruction in reading or math the primary factor in determining eligibility? Student's disability adversely affects student's educational performance. Student requires special education/related services. EVALUATION Multiple measures (formal and informal) must be used to assess behavioral, social and academic areas. Documentation that demonstrates that the behavior has been exhibited over a long period of time and to a marked degree that adversely affects the student's educational performance. Educational observations of the student which include at least three (3) fifteen-minute observations on referring behavior pinpoints. A student who is not disabled and who is not being referred must be selected and observed in the same setting on the same behavior pinpoints as the referred student for comparison. An assigned member of the	Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c ED.A2d ED.A2d ED.A2d ED.A3 ED.A4 ED.A5 ED.A6 ED.B ED.B1 ED.B2	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or other medical conditions. Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage? Is a lack of instruction in reading or math the primary factor in determining eligibility? Student's disability adversely affects student's educational performance. Student requires special education/related services. EVALUATION Multiple measures (formal and informal) must be used to assess behavioral, social and academic areas. Documentation that demonstrates that the behavior has been exhibited over a long period of time and to a marked degree that adversely affects the student's educational performance. Educational observations of the student which include at least three (3) fifteen-minute observations on referring behavior pinpoints. A student who is not disabled and who is not being referred must be selected and observed in the same setting on the same behavior pinpoints as the referred student for comparison. An assigned member of the evaluation team other than the student's regular classroom teacher will make the	Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c ED.A2d ED.A2e ED.A3 ED.A4 ED.A5 ED.A6 ED.B	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or other medical conditions. Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage? Is a lack of instruction in reading or math the primary factor in determining eligibility? Student's disability adversely affects student's educational performance. Student requires special education/related services. EVALUATION Multiple measures (formal and informal) must be used to assess behavioral, social and academic areas. Documentation that demonstrates that the behavior has been exhibited over a long period of time and to a marked degree that adversely affects the student's educational performance. Educational observations of the student which include at least three (3) fifteen-minute observations on referring behavior pinpoints. A student who is not disabled and who is not being referred must be selected and observed in the same setting on the same behavior pinpoints as the referred student for comparison. An assigned member of the evaluation team other than the student's regular classroom teacher will make the educational observations. (These observations are required only for initial evaluation for	Y N NA UD
ED.A ED.A1 ED.A2 ED.A2a ED.A2b ED.A2c ED.A2d ED.A2d ED.A2e ED.A3 ED.A4 ED.A5 ED.A6 ED.B ED.B1 ED.B2	Eligibility Criteria Emotional disturbance is primary disability. Is the student behaving as an emotionally disturbed student because of: an inappropriate classroom discipline system, breakdown of classroom discipline, inappropriate academic instruction or materials, vision or hearing impairments, or other medical conditions. Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage? Is a lack of instruction in reading or math the primary factor in determining eligibility? Student's disability adversely affects student's educational performance. Student requires special education/related services. EVALUATION Multiple measures (formal and informal) must be used to assess behavioral, social and academic areas. Documentation that demonstrates that the behavior has been exhibited over a long period of time and to a marked degree that adversely affects the student's educational performance. Educational observations of the student which include at least three (3) fifteen-minute observations on referring behavior pinpoints. A student who is not disabled and who is not being referred must be selected and observed in the same setting on the same behavior pinpoints as the referred student for comparison. An assigned member of the evaluation team other than the student's regular classroom teacher will make the	Y N NA UD

i	Academic performance as evidenced by achievement tests, classroom academic	VALMATIB
	screenings and tests, report cards, cumulative records, etc.	Y N NA UD
ED.B4b	Social/adaptive behavior checklists or rating scales, which provide information	
	regarding the student's past and present patterns of interaction with peers, family,	
	teachers, adults, etc.	Y N NA UD
ED.B4c	Behaviors for which the student is referred.	Y N NA UD
A	Classification forms for Hooving Immediately Destruction (HI/D)	
A HI.A	Classification form for Hearing Impairment/Deafness (HI/D)	
	ELIBILITY CRITERIA	VALNATIO
HI.A1	Hearing impairment is primary disability.	Y N NA UD
HI.A2	Before classifying a student as deaf or having a hearing impairment, the team must take	
	into account whether central nervous system impairment or other impairments may be	VALAIA 115
	the cause of the hearing loss.	Y N NA UD
HI.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or	
	economic disadvantage?	Y N NA UD
HI.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?	
		Y N NA UD
HI.A5	Student's disability adversely affects student's education performance.	Y N NA UD
HI.A6	Student requires special education/related services.	Y N NA UD
HI.B	EVALUATION	
HI.B1	Multiple measures are used for a student suspected of having a hearing impairment.	Y N NA UD
HI.B2	Areas of evaluation included:	
HI.B2a	Audiological evaluation,	Y N NA UD
HI.B2b	language growth and development (signed, spoken or written),	Y N NA UD
HI.B2c	speech/language evaluation,	Y N NA UD
HI.B2d	academic achievement.	Y N NA UD
		-
Α	Classification Form for Intellectual Disability (ID)	
ID.A	ELIGIBILITY CRITERIA	
ID.A1	Intellectual disability is primary disability.	Y N NA UD
ID.A2	Intellectual, academic, and adaptive assessment results expected to demonstrate consistently low profiles across measures.	Y N NA UD
ID.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor	
	disability, intellectual disability, emotional disturbance or environmental, cultural, or	
	economic disadvantage?	Y N NA UD
ID.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?	
		Y N NA UD
ID.A5	Student's disability adversely affects student's education performance.	Y N NA UD
IE.A6	Student requires special education/related services.	Y N NA UD
ID.B	EVALUATION	
ID.B.1	Multiple measures (formal and informal) must be used for a student suspected of having	
1	, , ,	Y N NA UD
	an intellectual disability.	Y N NA UD
ID.B.2	an intellectual disability. The student's language and motor skills must be considered in the selection of	
ID.B.2	an intellectual disability. The student's language and motor skills must be considered in the selection of evaluation instruments.	Y N NA UD Y N NA UD
	an intellectual disability. The student's language and motor skills must be considered in the selection of evaluation instruments. Intellectual evaluation:	Y N NA UD
ID.B.2	an intellectual disability. The student's language and motor skills must be considered in the selection of evaluation instruments. Intellectual evaluation: Name of IQ Test:	
ID.B.2	an intellectual disability. The student's language and motor skills must be considered in the selection of evaluation instruments. Intellectual evaluation: Name of IQ Test: VIQ Score:	Y N NA UD Y N NA UD Y N NA UD
ID.B.2	an intellectual disability. The student's language and motor skills must be considered in the selection of evaluation instruments. Intellectual evaluation: Name of IQ Test: VIQ Score: PIQ:	Y N NA UD
ID.B.2	an intellectual disability. The student's language and motor skills must be considered in the selection of evaluation instruments. Intellectual evaluation: Name of IQ Test: VIQ Score: PIQ: FIQ:	Y N NA UD Y N NA UD Y N NA UD
ID.B.2	an intellectual disability. The student's language and motor skills must be considered in the selection of evaluation instruments. Intellectual evaluation: Name of IQ Test: VIQ Score: PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner.	Y N NA UD
ID.B.2	an intellectual disability. The student's language and motor skills must be considered in the selection of evaluation instruments. Intellectual evaluation: Name of IQ Test: VIQ Score: PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual	Y N NA UD
ID.B.2	an intellectual disability. The student's language and motor skills must be considered in the selection of evaluation instruments. Intellectual evaluation: Name of IQ Test: VIQ Score: PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner.	Y N NA UD
ID.B.3 ID.B.3a	an intellectual disability. The student's language and motor skills must be considered in the selection of evaluation instruments. Intellectual evaluation: Name of IQ Test: VIQ Score: PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score.	Y N NA UD
ID.B.2	an intellectual disability. The student's language and motor skills must be considered in the selection of evaluation instruments. Intellectual evaluation: Name of IQ Test: VIQ Score: PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score. If verbal or performance scores are significantly discrepant from each other, further	Y N NA UD
ID.B.3 ID.B.3a	an intellectual disability. The student's language and motor skills must be considered in the selection of evaluation instruments. Intellectual evaluation: Name of IQ Test: VIQ Score: PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score. If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to	Y N NA UD
ID.B.3 ID.B.3a ID.B.3b	an intellectual disability. The student's language and motor skills must be considered in the selection of evaluation instruments. Intellectual evaluation: Name of IQ Test: VIQ Score: PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score. If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.	Y N NA UD
ID.B.3 ID.B.3a	an intellectual disability. The student's language and motor skills must be considered in the selection of evaluation instruments. Intellectual evaluation: Name of IQ Test: VIQ Score: PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score. If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability. Documentation of academic achievement as measured by achievement test, classroom	Y N NA UD
ID.B.3 ID.B.3a ID.B.3b ID.B.3b	an intellectual disability. The student's language and motor skills must be considered in the selection of evaluation instruments. Intellectual evaluation: Name of IQ Test: VIQ Score: PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score. If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability. Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.	Y N NA UD
ID.B.3 ID.B.3a ID.B.3b	an intellectual disability. The student's language and motor skills must be considered in the selection of evaluation instruments. Intellectual evaluation: Name of IQ Test: VIQ Score: PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score. If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability. Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc. Documentation of significant deficits in adaptive behavior as measured by standardized	Y N NA UD
ID.B.3 ID.B.3a ID.B.3b ID.B.3b	an intellectual disability. The student's language and motor skills must be considered in the selection of evaluation instruments. Intellectual evaluation: Name of IQ Test: VIQ Score: PIQ: FIQ: An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual funtioning (generally two standard deviations) on the full-scale score. If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability. Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.	Y N NA UD

Α	Classification Form for Multiple Disabilities (MD)		
MD.A	ELIGIBILITY CRITERIA		
MD.A1	The student has concomitant impairments the combination of which causes such severe		
IND.AT	educational needs that they can not be accompdated in special education program		
	solely for one of the impairments.		Y N NA UD
	Disability Area 1:		I IN INA OD
140.40	Disability Area 2:		
MD.A2	Are the student's learning problems primarily the result of a visual, hearing, or motor		
	disability, intellectual disability, emotional disturbance or environmental, cultural, or		V A I A I A I I I I I
	economic disadvantage?		Y N NA UD
MD.A3	Is a lack of instruction in reading or math the primary factor in determining eligibility?		
			Y N NA UD
MD.A4	Student's disability adversely affects student's education performance		Y N NA UD
MD.S5	Student requires special education/related services		Y N NA UD
MD.B	EVALUATION		
MD.B1	Multiple measures (formal and informal) must be used.		Y N NA UD
MD.B2	Cognitive ability is assessed.		Y N NA UD
MD.B3	The use of assisted and augmentative communication and motor systems must be		
	considered during the evaluation and documented.		Y N NA UD
MD.B4	The student's prior medical history, from a qualified health professional, must be on		
	record regarding specific syndromes, special health problems, (e.g., tracheotomy),		
	medication, and long-term medical prognosis for the individual.		Y N NA UD
	inouncedity, and long term meanest progression and manifestation		
A	Classification Form for Other Health Impairment (OHI)	USOE Rule 11.G	
OHI.A	ELIGIBILITY CRITERIA	p. 32-33	
OHI.A1	Other health impairment is primary disability.		Y N NA UD
OHI.A2	Are the student's learning problems primarily the result of a visual, hearing, or motor		
	disability, intellectual disability, emotional disturbance or environmental, cultural, or		
	economic disadvantage?		Y N NA UD
OHI.A3	Is a lack of instruction in reading or math the primary factor in determining eligibility?		111111100
0111.710	is a lack of instruction in reading of math the primary factor in determining enginity:		Y N NA UD
OHI.A4	Student's disabality adversely affects student's education performance.		Y N NA UD
OHI.A5			Y N NA UD
	Student requires special education/related services.		T IN INA UD
OHI.B	EVALUATION		
OHIB1	Multiple measures(formal and informal) must be used to assess all areas of suspected		V NI NIA LID
OLU DO	deficits (e.g., educational, adaptive, behavioral, physical).		Y N NA UD
OHI.B2	The student's prior medical history, from a qualified health or mental health		
	professional, must be on record regarding specific syndromes, health concerns,		
	medication, and any information deemed necessary for planning the student's		
	educational program.		Y N NA UD
Α	Classification Form for Orthopedic Impairment (OI)		
OI.A	ELIGIBILITY CRITERIA		
OI.A1	Orthopedic impairment is primary disability.		Y N NA UD
OI.A2	Are the student's learning problems primarily the result of a visual, hearing, or motor		
	disability, intellectual disability, emotional disturbance or environmental, cultural, or		
	economic disadvantage?		Y N NA UD
OI.A3	Is a lack of instruction in reading or math the primary factor in determining eligibility?		
			Y N NA UD
OI.A4	Student's disability adversely affects student's education performance.		Y N NA UD
OI.A5	Student requires special education/related services.		Y N NA UD
OI.B	EVALUATION		
OIB1	Multiple measures(formal and informal) must be used to assess all areas of suspected		
	deficits (e.g., educational, adaptive, behavioral, physical).		Y N NA UD
OI.B2	The student's prior medical history, from a qualified health or mental health		
	professional, must be on record regarding specific syndromes, health concerns,		
	medication, and any information deemed necessary for planning the student's		
	educational program.		Y N NA UD
	oudounonal program.		I IV IVA OD
			1
SI D	Specific Learning Disability		
SLD SLD.A	Specific Learning Disability ELIGIBILITY CRITERIA		

SLD.A2.a	A team of qualified professionals including the student's parent(s) determines eligibility	USOE Rule	
	and includes: The student's parents.	II.G.(b)(4) p. 34	Y N NA UD
SLD.A2.b	A team of qualified professionals including the student's parent(s) determines eligibility	USOE Rule	
	and includes: The student's regular teacher, or if the student does not have a regular	II.G.(b)(1) p.	
	teacher, a regular classroom teacher qualified to teach a student of his or her age. (See		
	manual for Preschool)		Y N NA UD
SLD.A2.c	A team of qualified professionals including the student's parent(s) determines eligibility		
	and includes: At least one person qualified to conduct individual diagnostic		
	examinations of students, such as a school psychologist, resource teacher, speech-		
	language pathologist, or reading specialist.		Y N NA UD
SLD.A3	The student must score above the intellectual disabilities range on a test of intellectual		
	ability using a reliable, valid, individually administered and standardized instrument.		
			Y N NA UD
	Name of IQ Test	USOE Rule	
		II.G.(b)(5) II.	
		G. (c)(1) p.	
		34	
	VIQ score		
	PIQ score		
	FIQ score		
	Other IQ score		
SLD.A4	Does this district/charter school use a discrepency or response to intervention approach to SLD eligibility?		
	Discrepency, complete SLD.A 5		
	Response to Intervention, complete SLD.A6		
SLD.A5	A severe discrepency must exist between achievement and intellectual ability in one or more of the catagories listed under evaluation (Estimator disk = 93% confidence level or		
	above) (WJ III Compuscore minimum -1.5 discrepency)		Y N NA UD
	Confidence level:		11110102
SLD.A6	Is there a report of data on student's response to intervention included as part of the		
025.710	evaluation summary report?		Y N NA UD
SLD.A7	Are the student's learning problems primarily the result of a visual, hearing, or motor		
	disability, intellectual disability, emotional disturbance or environmental, cultural, or		
	economic disadvantage?		Y N NA UD
SLD.A8	Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule	
		II.F.(a)p.18	Y N NA UD
SLD.A9	Is limited English proficiency the primary factor in determining eligibility?	USOE Rule	
		II.F.(a)p.18	Y N NA UD
SLD.A10	Student's disability adversely affects student's educational performance.	USOE Rule	
		II.G.(b)(8) p.	
		34	Y N NA UD
SLD.A11	Student requires special education/related services.	USOE Rule	
		II.G.(b)(2) p.	
		34	Y N NA UD
SLD.B	EVALUATION		
SLD.B1	Multiple measures (formal and informal) must be used.	USOE Rule	
		II.G.(b)(3) p.	
0.0.0		34	Y N NA UD
SLD.B2	Achievement must be measured in one or more of the seven learning areas identified in		
	Part B of the IDEA. These include: (a) oral expression, (b) listening comprehension, (c)	II.G.(c) p. 35	
	written expression, (d) basic reading skills, (e) reading comprehension, (f) mathematics		V NI NIA 115
CL D DO	calculation, and (g) mathematical reasoning.	LICOE D. I.	Y N NA UD
SLD.B3	An observation of the student's academic performance in the regular classroom setting	USOE Rule	
	must be conducted by at least one team member other than the student's regular	II.G.(c)(2) p.	
	teacher. In the case of a student not in school, or less than school age, a team member	၁၁	
	must observe the student in an appropriate environment for a student of that age.		V NI NIA LID
SLD.B4	Each identified definit must be confirmed by at least two measures of achievement /s =	USOE Rule	Y N NA UD
JOLU.B4	Each identified deficit must be confirmed by at least two measures of achievement (e.g.,		
	a standardized instrument and a classroom observation in the area(s) of suspected disability.) One measure must be an individually administered standardized instrument	II.G.(c)(3) p.	
	that specifically assess the achievement area.	55	
	ווומו סףפטווטמווץ מססכסס נווכ מטוווכייפוווכווג מופמ.		Y N NA UD
	I .		ו וז וזע טט

SLD.B5.a	The team must prepare a written report of the results of the evaluation that includes: Documentation that the student is eligible as a student with a specific learning disability.	USOE Rule II.G.(c)(4) p.	
		35	Y N NA UD
SLD.B5.b	The team must prepare a written report of the results of the evaluation that includes:	USOE Rule	
	The basis for making the determination.	II.G.(c)(7) p.	
		35	Y N NA UD
SLD.B5.c	The team must prepare a written report of the results of the evaluation that includes:	USOE Rule	
	The relevant behavior noted during the observation of the student and the relationship	II.G.(c)(7) p.	
	of that behavior to the student's academic functioning.	35	Y N NA UD
SLD.B5.d	The team must prepare a written report of the results of the evaluation that includes: A	USOE Rule	
	description of the instructional environment in which the observation took place.	II.G.(c)(7) p.	
	description of the medical and months in which the essentiation took place.	35	Y N NA UD
SLD.B5.e	The team must prepare a written report of the results of the evaluation that includes:	USOE Rule	114147600
OLD.Bo.c	The educationally relevant medical findings, if any.	II.G.(c)(7) p.	
	The educationally relevant medical infulligs, if any.	35	Y N NA UD
OLD DE F	The terms were transfer or with a second of the second of		T IN INA UD
SLD.B5.h	The team must prepare a written report of the results of the evaluation that includes:	USOE Rule	
	The written signature of each team member certifying whether the team report reflects	II.G.(c)(7) p.	
	his or her conclusion. If it does not reflect his or her conclusion, the team member must	35	
	submit a separate statement presenting his or her conclusions.		
			Y N NA UD
Α	Classification form for Traumatic Brain Injury (TBI)		
TBI.A	ELIGIBILITY CRITERIA		
TBI.A1	Prior documentation by a physician of an <u>acquired</u> brain injury included in student file.		
			Y N NA UD
TBI.A2	Traumatic brain injury is student's primary disability.		Y N NA UD
TBI.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor		1 14 14/1 0 0
I BI.AS			
	disability, intellectual disability, emotional disturbance or environmental, cultural, or		VALAIA LID
	economic disadvantage?		Y N NA UD
TBI.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule	
		II.F.(a)p.18	Y N NA UD
TBI.A5	Student's disability adversely affects student's education performance.		Y N NA UD
TBI.A6	Student requires special education/related services		Y N NA UD
TBI.B	EVALUATION		
TBI.B1	Multiple measures (formal and informal) must be used to assess all areas of suspected		
	deficits. Informal assessment and diagnostic teaching must be part of the full		
	evaluation. Data that are gathered must include information on the student's		
	developmental history and/or pre-injury learning.		Y N NA UD
TBI.B2	The student's prior medical history, from a qualified health professional, must be on		
	record regarding specific syndromes, health concerns, medication, and any information		
	deemed necessary for planning the student's education program.		Y N NA UD
TBI.B3	Although other evaluations could be considered, the following areas must be		
1 51.50	considered for evaluation:		
TBI.B3a	Augmentative communication assistive service needs,		Y N NA UD
			Y N NA UD
TBI.B3b	rehabilative team evaluations,		
TBI.B3c	self-help/adaptive behavior,		Y N NA UD
TBI.B3d	academic,	-	Y N NA UD
TBI.B3e	speech/language,		Y N NA UD
TBI.B3f	social skills and classroom behavior,	-	Y N NA UD
TBI.B3g	intellectual/congnitive,	1	Y N NA UD
TBI.B3h	vocational (secondary students),		Y N NA UD
TBI.B3i	gross/fine motor skills.		Y N NA UD
Α	Classification Form for Visual Impairment (VI)		
VI.A	ELIGIBILITY CRITERIA		
VI.A1	Visual impairment is student's primary disability.		Y N NA UD
VI.A2	When classifying a student as visually impaired, the IEP team must consider whether		
	other impairments interfere with the comprehension of visual and/or auditory stimuli.		
	The state of the s		Y N NA UD
VI.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor	<u> </u>	
V 1./\S			
	disability, intellectual disability, emotional disturbance or environmental, cultural, or		VALALA
\ C A 4	economic disadvantage?	11005 5 :	Y N NA UD
Vi.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule	V A1 A1 A 1
		II.F.(a)p.18	Y N NA UD

VI.A5	Student's disability adversely affects student's education performance.		Y N NA UD
VI.A6	Student requires special education/related services.		Y N NA UD
VI.B	EVALUATION		
VI.B1	Multiple measures (formal and informal) must be used to assess all areas of suspected		
	deficits (e.g., educational, adaptive, behavioral, physical).		Y N NA UD
VI.B2	A description of the student's visual impairment and visual capabilities must be on		
	record from a qualified eye care professional.		Y N NA UD
VI.B3	A qualified professional must assess:		
VI.B3a	The kind and extent of instruction needed, based on the student's present level of		
	performance, including the functioning level of the student in adjusting to visual		
	problems and gaining education and social successes.		Y N NA UD
VI.B3b	The student's current and future need for instruction in Braille or the use of Braille.		Y N NA UD
VI.B4	Orientation and Mobility (O & M) must be assessed if the student is determined to be		
	blind or visually impaired.		Y N NA UD
	ROUGH DRAFT: ALL PARTS OF THE DISCIPLINE SECTION. PLEASE CALL (801)		
	538-7898 AND CHECK FOR UPDATES BEFORE USING.		
D	DISCIPLINE - ROUGH DRAFT		
D1	REMOVAL FOR TEN CONSECUTIVE OR CUMULATIVE SCHOOL DAYS OR LESS		
	IN THE SAME SCHOOL YEAR. (ROUGH FRAFT)		
D1.1	Removal determined by school personnel.		Y N NA UD
D1.2	Removal made for any violation of school rules that apply to non-disabled students.		
			Y N NA UD
DI.2	Services are provided to same extent that they are provided to non-disabled students	USOE Rule	
	for similar violations (i.e., no services provided to non-disabled students, then no	V.D. Page 90	
	services are required for students with disabilities).		Y N NA UD
D2	"ADDITIONAL" REMOVALS FOR TEN (10) CONSECUTIVE OR CUMULATIVE	USOE Rule	
	SCHOOL DAYS OR LESS IN THE SAME SCHOOL YEAR. (ROUGH DRAFT)	V.D. Page 90	
D2.1	Removals determined by school personnel for separate incidents of misconduct.		Y N NA UD
D2.2	No pattern of removals is identified.	USOE Rule	
		V.D. Page 90	
			Y N NA UD
D2.3	School personnel in consultation with student's special education teacher determine	USOE Rule	
	services.	V.C.2. Page	V A L A L L ID
D0.4		90	Y N NA UD
D2.4	Services are provided to the extent necessary to enable student to appropriately	USOE Rule	
	progress in general curriculum and advance toward achieving goals set out in IEP.	V.E.3. Page	V NI NIA LID
D0 5	Mishing to a (40) have been dead of accessed LEA command on LED accessing to develop a	91	Y N NA UD
D2.5	Within ten (10) business days of removal, LEA convened an IEP meeting to develop a	USOE Rule	
	functional behavioral assessment plan.	V.E.3. Page	VALALA
D2 6	After completing accommented LEA convened on IED according to develop better the	91	Y N NA UD
D2.6	After completing assessments, LEA convened an IEP meeting to develop behavioral	USOE Rule	
	intervention plan and implemented interventions.	V.G.1. Page	V NI NIA LID
D2 7	Subsequent modifications to hohovioral intervention plan and no implementations are	91	Y N NA UD
D2.7	Subsequent modifications to behavioral intervention plan and no implementations are	USOE Rule	
	made by IEP team when necessary.	V.G.1. Page	V NI NIA LID
<u> </u>		91	Y N NA UD
D2 C	D2 DEMOVALS FOR MORE THAN TEN (40) SCHOOL DAVE OR A DATTERN OF	USOE Rule	
D3.C	D3. REMOVALS FOR MORE THAN TEN (10) SCHOOL DAYS OR A PATTERN OF		
	REMOVALS WHICH CONSTITUTE A CHANGE OF PLACEMENT. (ROUGH DRAFT)	v.G.4. Page	
D3.1	Student removed for more than ten (10) consecutive school days; or	ופ	Y N NA UD
D3.1	IEP team determined required services for student to appropriately progress in general	USOE Rule	I IN INA OD
03.2	curriculum and advance toward achieving goals set out in IEP.	V.C.2. Page	
	Cumodium and advance toward admicring godis set out in IEF.	90	Y N NA UD
L		30	I IN INA UD

D3.3	Within ten (10) business days of removal (11th day rule), LEA convened an IEP	USOE Rule	
	meeting to develop a functional behavioral assessment plan.	V.E.2. Page	
		91	Y N NA UD
D3.4	After completing assessments, LEA convened an IEP meeting to develop behavioral	USOE Rule	
	intervention plan and its implementation are made by IEP team when necessary.	V.G. Page 91	V/ N/ N/A / //D
D0 5		HOOF D. I.	Y N NA UD
D3.5	Subsequent modifications to behavioral intervention plan and its implementation are	USOE Rule	
	made by IEP team when necessary.	V.G.1. Page 91	Y N NA UD
D3.6	Parents provided with procedural safeguards notice no later than the date on which	USOE Rule	I IN INA OD
D3.0	decision to remove student was made, including right to appeal decision.	V.G.4. Page	
	decision to remove station was made, including right to appear decision.	91	Y N NA UD
D3.7	Manifestation determination review was conducted within ten (10) school days after	USOE Rule	11110102
	decision to remove student was made.	IV.D.I. Page	
		68 and V.M.	
		Page 95	Y N NA UD
D3.8	In determining whether behavior is a manifestation of the student's disability the	Ü	
	relevant members of the IEP team and the parent determined if the conduct was caused		
	by or was in direct and substantial relationship to the student's disability or a direct		
	result of teh LEA's failure to implement the IEP.		Y N NA UD
D3.9	When the student's behavior is a manifestation of a disability, the IEP team conducts a		
	FBA and BIP and returns the student to the placement from which he was removed,		
	unless parent and LEA agree to a change of placement.		Y N NA UD
		1100E D 1	
D4	D4 REMOVALS FOR DANGEROUS BEHAVIORS - INFLICTION OF SERIOUS	USOE Rule	
	BODILY INJURY UPON ANOTHER PERSON AT SCHOOL. (ROUGH DRAFT)	V.J.2. Page	
D4.4	Determination made by an independent bearing officer in an available due process	93	
D4.1	Determination made by an independent hearing officer in an expedited due process hearing.		Y N NA UD
D4.2	School personnel in consultation with student's special education teacher proposed an	USOE V.H.	I IN INA OD
D4.2	appropriate interim alternative educational setting.	Page 92	Y N NA UD
D4.3	Placement by hearing officer was for no more than 45 school days in an appropriate	USOE Rule	111177.00
D4.0	interim alternative educational setting.	V.H.4. Page	
	interim atternative educational country.	92	Y N NA UD
D4.4	Within ten (10) business days of removal, LEA convened an IEP meeting to develop a	USOE Rule	
	functional behavioral assessment plan.	V.H. Page 92	
	'		Y N NA UD
D4.5	After completing assessment, LEA convened an IEP meeting to develop behavioral	USOE Rule	
	intervention plan and implemented intervention.	V.G.I. Page	
		91	Y N NA UD
D4.6	Subsequent modifications to behavioral intervention plan and its implementation are	USOE Rule	
	made by IEP team when necessary.	V.G.I. Page	
		91	Y N NA UD
D4.7	Parents provided with procedural safeguards notice no later than the date on which	USOE Rule	
	decision to remove student was made, including right to appeal decision.	V.G.4 Page	V NI NIA LID
D4.0	Manifestation determination assists and standard within ten (10) also all development	91	Y N NA UD
D4.8	Manifestation determination review was conducted within ten (10) school days after decision to remove student was made.	USOE Rule	
	decision to remove student was made.	IV.D.I. Page 68 and V.M.	
		Page 95	Y N NA UD
D4.9	In determining whether behavior is a manifestation of the student's disability the	i age so	I IN INA UD
	relevant members of the IEP team and the parent determined if the conduct was caused		
	by or was in direct and substantial relationship to the student's disability or a direct		
	result of teh LEA's failure to implement the IEP.		Y N NA UD
D4.10	At conclusion of removal period (no more than 45 school days), unless LEA invokes	USOE Rule	
	additional discipline procedures, student returned to placement he/she was in when	V.J.2. Page	
	behavior occurred.	93	Y N NA UD
D5	D5 REMOVALS FOR WEAPONS OR DRUGS. (ROUGH DRAFT)	USOE Rule	
		V.N. Page 95	
D5 1	Determination made by school negrouped to extent reposted would be emplied to		
D5.1	Determination made by school personnel to extent removal would be applied to		Y N NA UD
	students without disabilities.	<u> </u>	I IN INA UD

D5.2	IEP team determined interim alternation educational setting.	USOE Rule	
DO.2	in tour document intermit alternation oddoulonal obtaing.	V.F. Page 91	
		v.i . i age o i	Y N NA UD
D5.3	Placement by school personnel for no more than 45 school days.	USOE Rule	1 14 147 (OD
D0.0	r lacement by solidor personner for no more than 40 solidor days.	V.F.3. Page	
		91	Y N NA UD
D5.4	Within ten (10) business days of removal, LEA convened an IEP meeting to develop a	USOE Rule	11410700
DO. 1	functional behavioral assessment plan.	V.F.Page 91	Y N NA UD
D5.5	After completing assessment, LEA convened an IEP meeting to develop behavioral	USOE Rule	111111100
20.0	intervention plan and implemented interventions.	V.G.1. Page	
	intervention plan and implemented interventions.	91	Y N NA UD
D5.6	Subsequent modifications to behavioral intervention plan and its implementation are	USOE Rule	11410700
20.0	made by IEP team when necessary.	V.G. 1 Page	
	made by 121 team when hedecodary.	91	Y N NA UD
D5.7	Parents provided with procedural safeguard notice no later than the date on which	USOE Rule	11110100
D0.1	decision to remove student was made, including right to appeal decision.	V.G.1 Page	
	decision to remove student was made, including light to appear decision.	91	Y N NA UD
D5.8	Manifestation determination review was conducted within ten (10) school days after	USOE Rule	I IN INA OD
D3.0	decision to remove student was made.	IV.D.I. Page	
	decision to remove student was made.	68 and V.M.	
			V NI NIA LID
D5.9	In determining whether behavior is a manifestation of the student's disability the	Page 95	Y N NA UD
פ.טם			
	relevant members of the IEP team and the parent determined if the conduct was caused		
	by or was in direct and substantial relationship to the student's disability or a direct		V NI NIA LID
DE 40	result of teh LEA's failure to implement the IEP.	HOOF D. I.	Y N NA UD
D5.10	At conclusion of removal period (no more than 45 calendar days), unless LEA invokes	USOE Rule	
	additional discipline procedures, student returned to placement he/she was in when	V.J.2. Page	
	behavior occurred.	93	Y N NA UD
		1100E D 1	
D6	D6 REMOVALS FOR BEHAVIORS THAT ARE NOT A MANIFESTATION OF THE	USOE Rule	
	STUDENT'S DISABILITY. (ROUGH DRAFT)	V.N. Page 95	
D0.4	UED to accord allows a Providence of the control of	11.005.1/1/	
D6.1	IEP team and other qualified personnel, in a meeting, determined that the behavior was		V
	not a manifestation of the student's disability.	Page 93	Y N NA UD
D6.2	LEA's discipline procedures for students without disabilities were applied in the same	U.S.OE Rule	
	manner to students with disabilities.	V.L.2. Page	V
D0.0	NATULE ((40) L. L. C. LLEA L. LED C. C. LLEA	94	Y N NA UD
D6.3	Within ten (10) business days of removal, LEA convened an IEP meeting to develop a	USOE Rule	
	functional behavioral assessment plan.	V.G.1. Page	
		91	Y N NA UD
D6.4	After completing assessment, LEA convened an IEP meeting to develop behavioral	USOE Rule	
	intervention plan and implemented intervention.	V.G.1. Page	
		91	Y N NA UD
D6.5	Subsequent modifications to behavioral intervention plan and its implementation are	USOE Rule	
	made by IEP team when necessary.	V.G.4. Page	
		91	Y N NA UD
D6.6	IEP team determined extent to which services are necessary to progress in general	USOE Rule	
	curriculum and achieve annual goals.	V.E.2 Page	
		91	Y N NA UD
D6.7	Parents provided with procedural safeguards notice no later than the date on which	USOE Rule	
	decision to remove student was made, including right to appeal decision.	IV.D.I. Page	
		68 and V.M.	
		Page 95	Y N NA UD
LRBI	LEAST RESTRICTIVE BEHAVIOR INTERVENTIONS		
	Directions: Only complete the subsections (LRBI-A or LRBI.B) that apply.		
	IEP Team Procedures - Level III of IV Interventions	I	[
LRBI-A			
LRBI-A LRBI-A1	If student has a Level III or IV intervention in his or her BIP or IEP, file includes		
LRBI-A1	If student has a Level III or IV intervention in his or her BIP or IEP, file includes documentation of use and failure of less intrusive interventions.		Y N NA UD
	If student has a Level III or IV intervention in his or her BIP or IEP, file includes documentation of use and failure of less intrusive interventions. A Behavior Expert was included on the IEP team. (This may be a school psychologist,		Y N NA UD
LRBI-A1	If student has a Level III or IV intervention in his or her BIP or IEP, file includes documentation of use and failure of less intrusive interventions.		Y N NA UD

LRBI-A3	The file includes parental consent for a Level III or Level IV intervention. (This may be	
	the signature on the IEP if consent for the interventions is specifically mentioned. Some	
	districts may have a separate consent form.)	Y N NA UD
LRBI-B	Emergency Procedures	
LRBI-B1	If an emergency situation occurred for which parental consent had not be obtained, staff	
	notified parents within 24 hours.	Y N NA UD
LRBI-B1	If a behavior requiring emergency procedures occurred more than once per week, two	
	times per month, or a total of four times in a year, a behavior intervention program (BIP)	
	was designed to address the problem behavior.	Y N NA UD

Special Education Teacher Interview

District:		Interviewer:		
Interview with: _		School:	Date:	
Setting:	Caseload:	Categories:	Certification:	

Rate each response as follows:

- 1 incomplete answer, lacks understanding of special education rules and procedures
- 2 some aspects correct, beginning understanding
- 3 understands basics of special education
- 4 good knowledge and understanding
- 5 complete answer, comprehensive understanding

Questions	Rating
1. How do you ensure that there is documentation of general education classroom interventions prior to referral for special education evaluation?	
2. Who can make a referral for a special education evaluation? What triggers such a referral?	
3. What is your role in the evaluation process?	
4. How do you ensure that parental input to evaluation and eligibility decisions is considered?	
5. How does your district produce the evaluation summary report?	
6. What is the special education teacher's role in the eligibility determination meeting?	
7. What are the things to consider when a transfer student comes to your school?	
8. How do you ensure that the adaptations specified in the IEP on U-PASS test are implemented during the testing period?	
9. How often do you report to parents on a student's progress on IEP goals? What if the student isn't making progress on annual goals?	
10. Discuss the parent's role in placement decisions.	
11. How are extended school year services provided in your school? Who determines which students receive such services?	
12. How do you ensure that special education students access educational, non-academic, and extracurricular activities?	
13. What are some of the features of the LRBI (Least Restrictive Behavior Interventions) rule for special education?	
14. Talk about Transitions. Part C to B. School to post-school.	
15. Tell me what you know about the procedural safeguards in special education.	
16. How are training and supervision of paraeducators provided in your school?	
17. Describe how parents are involved in determining the educational needs and services for their child.	
Total	

Preschool Special Education Teacher Interview

Interviewer:		
School:	Date: _	
load: Categories:	Certification: _	
·i	School:	School:Date: _

Rate each response as follows:

- 1 incomplete answer, lacks understanding of special education rules and procedures
- 2 some aspects correct, beginning understanding
- 3 understands basics of special education
- 4 good knowledge and understanding
- 5 complete answer, comprehensive understanding

Questions	Rating
1. Tell me what you understand about transition planning from early intervention to special education.	
2. Who can make a referral for a special education evaluation? What triggers such a referral?	
3. What is your role in the evaluation process?	
4. How do you ensure that parental input to evaluation and eligibility decisions is considered?	
5. When should the evaluation team classify a child in one of the other specific disabilities categories, rather than Developmental Delay?	
6. How does your district produce the evaluation summary report?	
7. What is the special education teacher's role in the eligibility determination meeting?	
8. What are the things to consider when a transfer student comes to your school?	
9. How do you typically report to parents on student progress on IEP goals? What do you do if the child is not making sufficient progress on the goals?	
10. How does the LRBI apply to preschool?	
11. Discuss the parent's role in placement decisions.	
12. How are extended school year services provided in your preschool? Who determines which students receive such services?	
13. How do you and your school ensure that each student with disabilities participates with non-	
disabled peers to the maximum extent appropriate to their needs in academic, non-academic, and extracurricular services and activities?	
14. What are some of the features of the LRBI (Least Restrictive Behavior Interventions) rule for special education?	
15. Tell me what you know about the procedural safeguards in special education.	
16. How are training and supervision of paraeducators provided in your school?	
17. Describe how parents are involved in determining the educational needs and services for their	
child.	
Total	

General Education Teacher Interview

District:	Interviewer		
Teacher:	School:	_Date:	
Rate each response as follows: 1 – incomplete answer, lacks understanding	of special education rules and	procedures	
2 – some aspects correct, beginning understa		procedures	
3 – understands basics of special education			

- 4 good knowledge and understanding
- 5 complete answer, comprehensive understanding

Questions	Rating
1. What can you do for a student in your class who is experiencing academic, behavioral, social, or emotional difficulties?	
2. Describe your role when a student is referred for a special education evaluation.	
3. How do you, as a general education teacher, participate in the evaluation process?	
4. What are your responsibilities in the process of developing and implementing the IEP?	
5. Tell what you understand about the steps in implementing adaptations (accommodations or modifications) of the U-PASS.	
6. What kinds of assessment options are on the U-PASS for students with disabilities?	
7. What are the supports for students with disabilities in your classroom?	
8. How do you ensure that special education students have access to educational, non-academic, and extracurricular activities in your school?	
9. What should you do when you have a behavior problem with a student who has an IEP?	
10. What is the LRBI, Least Restrictive Behavior Interventions Rule?	
11. Do paraeducators who work in your classroom understand their assignments? Who trains and supervises the paraeducators?	
Total	

Building Principal Interview

District:	Interviewer:	Interviewer:		
Principal:	School:	Date:		
Rate each response as follows:				

- 1 incomplete answer, lacks understanding of special education rules and procedures
- 2 some aspects correct, beginning understanding
- 3 understands basics of special education
- 4 good knowledge and understanding
 5 complete answer, comprehensive understanding

5 – complete answer, comprehensive understanding	
Questions	Rating
1. How does your school assist students who are experiencing academic or social/behavioral/ emotional difficulties?	
2. What are your responsibilities when a student is referred for a special education evaluation?	
3. What is the principal's role in the process of evaluation for special education eligibility?	
4. Discuss your responsibilities in the IEP development and implementation process.	
5. What are the responsibilities of general educators in developing and implementing an IEP?	
6. In your school what steps are used to communicate information to general educators who are involved with a student but cannot attend an IEP meeting?	
7. How do you ensure that the adaptations specified in the IEP on U-PASS test are implemented during the testing period?	
8. (Secondary Principals) In your view, what is the <u>main</u> purpose of providing secondary transition services?	
9. How are extended school year services offered in your school? Who determines which students receive such services?	
10. How do you ensure that special education students access educational, non-academic, and extracurricular activities?	
11. What you do when you have a behavior problem with a student in special education?	
12. How do you collect data on incidences, types, and durations of disciplinary actions, including suspensions of 1 day or more?	
13. Tell me what you know about the procedural safeguards in special education.	
14. How much training related to the state special education rules including LRBI have you received in the past year?	
15. How is supervision provided for the special education staff assigned to your school?	
Total	

Evaluator/Tester Interview

District:	Interviewer:	Interviewer:	
Interview with:	School:	Date:	

Rate each response as follows:

- 1 incomplete answer, lacks understanding of special education rules and procedures
- 2 some aspects correct, beginning understanding
- 3 understands basics of special education
- 4 good knowledge and understanding
- 5 complete answer, comprehensive understanding

Questions	Rating
1. How do you go about getting written parental consent for evaluation?	
2. Describe the issues to consider when selecting which assessment tools or materials to use for an evaluation or re-evaluation.	
3. Name some instruments or procedures you use in evaluating a student who has limited English proficiency.	
4. Name some instruments or procedures you use in evaluating a student who has impaired sensory, manual, or speaking skills.	
5. How do you determine if a student's academic achievement problem is due to lack of instruction in reading and math?	
6. How does your district produce the evaluation summary report?	
7. What does the IEP team consider in deciding if additional data are needed for a student being re-evaluated?	
8. What are your responsibilities in implementing IDEA disciplinary procedures for students with disabilities?	
9. Tell me what you know about the procedural safeguards in special education.	

Related Service Provider (SLP, OT, PT, counselor, other)

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM

District:	Provider:		
School:	Interviewer:		Date:
Setting:	_ Caseload:	Caseload List Attached:	yesno
Categories Represented in List: _	License a	nd Endorsements:	
Rate each response as follows: 1 – incomplete answer, lacks understa 2 – some aspects correct, beginning u 3 – understands basics of special educ 4 – good knowledge and understanding	nderstanding cation	and procedures	

5 – complete answer, comprehensive understanding **Ouestions** Rating 1. How do you ensure that there is documentation of general education classroom interventions prior to referral for special education evaluation? 2. Who can make a referral for a special education evaluation? What triggers such a referral? 3. What is your role in the evaluation process? 4. How do you ensure that parental input to evaluation and eligibility decisions is considered? 5. How does your district produce the evaluation summary report? 6. What is the special education teacher's role in the eligibility determination meeting? 7. What are the things to consider when a transfer student comes to your school? 8. How are the required team members involved in the IEP meeting? How do you ensure coordination of teachers, related service providers, and others' efforts and services? 9. How often do you report to parents on a student's progress on IEP goals? What if the student isn't making progress on annual goals? 10. Discuss the parent's role in placement decisions. 11. How are extended school year services provided in your school? Who determines which students receive such services? 12. How do you ensure that special education students access educational, non-academic, and extracurricular activities? 13. What are some of the features of the LRBI (Least Restrictive Behavior Interventions) rule for special education? 14. Talk about Transitions. Part C to B. School to post-school. 15. Tell me what you know about the procedural safeguards in special education. 16. How are training and supervision of paraeducators provided in your school? 17. Describe how parents are involved in determining the educational needs and services for their child. Total

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM

Student Focus Group Questions

District:	Interviewer:
Students Names:	
Grade Levels of Students:	
School:	Date:
What do you like best about school	ol?
What activities do you participate	in at school?
What don't you like about school?	?
How long have you received speci	ial education services?
Have these special services helped	d you at school?
Have you ever attended one of you	ur IEP meetings?
What do you like best about your	special education program?
Would you recommend the progra	am to a friend that was having problems at school?
Do you have any suggestions for i	improving your special education program?

Utah Special Education Program Improvement Planning System

Parent Focus Group Questions

District:	Date:
Facilitator:	Time:
How has the school notified and involved you	in the special education meeting for your students
What has been your role at your student's IEP	meeting?
Do you receive a copy of your student's evaluation	ation report?
Do you receive a copy of your student's current	nt IEP?
Has the school provided all the services that an	re listed on your student's IEP?
How often do your receive information on the objectives?	progress of your student on his/her IEP goals and
Are extended school year services discussed at meeting?	t least once each year at your student's IEP
What has been the role of your child's general	education teacher at the IEP meeting?
Discuss the strengths of your student's special	education program.
Do you have a clear understanding of your pro	ocedural safeguards in special education?
Discuss and suggest any area of improvement	for the special education program in your district.
Do you have any other questions or issues you	would like to discuss?

Special Education District Administrator UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM

District:	Administrator:	
Interviewer:		

Describe Child Find activities including outreach to private school and highly mobile students (i.e., migrant and homeless).

Describe consultation activities with representatives of private schools on child find and child count.

Describe collaboration and coordination activities with local department of health, Part C Program, on child find for infants and toddlers, ages birth through two.

What services are provided to private school students and home schooled students?

What procedures ensure confidentiality of student records?

Maintenance of disciplinary information on students with disabilities, including location of records.

Describe role in determining what services will be provided to a student who has been removed from school for more than 10 school days in the same school year for disciplinary reasons.

Describe interim alternative educational settings currently available for students with disabilities suspended or expelled from school for disciplinary reasons and for removals for weapons or drugs; or a student removed from school by a hearing officer due to substantial likelihood of injury to the student or to others. How often are settings used?

How are regular education/special education teacher, related services/other provider informed of their respective responsibilities in implementing the IEP and accommodations, modifications, and supports provided for the student?

Describe the variety of educational programs/services available to students with disabilities in your district.

How are decisions for placement in more restrictive settings outside the neighborhood school made?

How is it ensured that each student with disabilities participates with non-disabled students to the maximum extent appropriate to their needs in nonacademic and extra curricular services and activities?

ESY services. What, who, how, when?

How are professional development needs of teachers and paraeducators in the district determined?

What is district's comprehensive system of personnel development (CSPD)?

To what extent does the CSPD plan include USOE and/or UPDC staff, conferences, workshops or other training activities?

Describe the district's process for overseeing the caseloads of special education.

What teachers are over caseload limits now?

Who is on the local LRBI committee? How often does it meet?

How is training provided for staff on behavior procedures selected for specific students? Who trains paraeducators?

Is staff trained to use emergency procedures? (such as Mandt)

District director to show copies of emergency contact forms during interview.

What teachers/related service provider are without required license and endorsements for their assignments?

What unfilled needs in what kinds of positions are needed for the current school year?

Describe participation and performance on statewide assessments.

Describe coordination with district testing department and schools to ensure that student with disabilities take tests with appropriate accommodations as stated in IEP.

Correcting Non-systemic Issues of IDEA Noncompliance (May 10, 2005)

The Utah State Office of Education (USOE) has considered various ways that LEAs could document the correction of all compliance errors in individual files. The foundation of this consideration has been the least amount of time and effort for districts while providing the SEA with verifying evidence that corrections have been made.

Corrective actions for systemic errors will continue to be part of the process. The verification of the results of the corrective actions also remains in place.

Some errors are correctable while others are not. For example, if a referral is missing from a file, it makes no sense to go back and fill out a new referral. Obviously it cannot be backdated, and to put the current date on it would put the process out of sequence.

These errors are correctable in individual files:

- Current Eligibility Document
- Current Evaluation Summary
- Current IEP
- Consent for Initial Placement
- Copy to Parent
 - o Eligibility Determination
 - Evaluation Summary Report
 - o IEP
- Transition Plan Missing or Incomplete

The USOE Special Education Services Unit has devised procedures by which evidence could be provided for each correctable and non-correctable compliance error in each file. Each LEA may select the procedures that fit their own needs best. Procedures for non-correctable errors are also outlined below.

Correctable Compliance Issues

Method 1:

The LEA may list each file by school, student name, DOB, and classification, list the errors, and give dates of new/current documentation that shows file is in compliance. For example:

School	Student	Compliance items	Evidence of correction
Jojo Junior High	Sam Jones	No current IEP	2/10/05
	5/6/00 DD	No referral	Not Correctable
		Notice of meeting: placement	Not Correctable
		not listed as purpose	
	John Smith etc.	Transition plan missing	2/10/05
		 No consent for initial placement 	2/10/05
		IEP does not address special	Not Correctable
		factors	

Method 2:

The LEA could instead document the required evidence by writing the evidence on the individual file report received from the SEA and submitting to USOE TA.

Utah Program Improvement Planning System
Student Record Review
Individual Student File Report
USOE

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Jane Doe

Student Record # 1 Classification: SLD

Age: 13.4

Date of Last IEP: 1/16/2004

Date of Most Recent IEP: 8/23/2004

Teacher: John Smith Status: CONTINUING

All items in the file for Jane Doe were found to be in compliance with the following exceptions: ['*' indicates that the item is a systemic problem for this set of files.]

Continuing Eligibility Items

CEL.7 Parents given copy of Eligibility Determination Documentation Problem: No documentation that copy was given. 5/12/2005

Continuing/Re-evaluation IEP

- * CIEP.8 IEP team documents present levels of educational performance. [USOE Rule III.I. p. 46] Problem: PLEP missing. **Not Correctable**
- * CIEP.12.b IEP must contain report of progress on IEP goals. [USOE Rule III.I. p. 47] Problem: No documentation in file. 5/12/05

Continuing & Re-evaluation LRE/Placement

* CLRE.8 Placement decision was appropriately made: [USOE Rule III.R.3. p. 53] Problem: Item left blank. 5/12/05

Method 3:

For all correctable errors, submit the individual file report with copies of evidence as described below.

Item	Evidence to submit
Current Eligibility	Eligibility Document and Evaluation Summary
Document and Evaluation	
Summary	
• Current IEP	Signature Page
 Consent for Initial 	Signed consent document
Placement	
 Transition Plan 	 Copy of current and complete plan

Non-Correctable Compliance Issues

Some file errors may occur in one or a few files, but are not systemic compliance issues. Errors that cannot be individually corrected as above must nevertheless be addressed. Possible methods for addressing those are explained below.

Items

- Eligibility criteria not met
- Early Childhood Transition requirements
- Timelines
 - Annual review/revision of IEP and placement
 - Determination of continuing eligibility every 3 years
- Referral and At Risk documentation
- Notice of Meeting
 - Review of placement annual
 - Annual review of IEP
 - Eligibility Determination
 - Transition
- IEP
 - Goals measurable
 - PLEPs complete
 - Special Factors
 - Participants

Actions

- Training agenda; memo to teachers/case managers; create checklist for required elements on each category of eligibility.
- Preventive measures, such as staff training and ongoing internal compliance monitoring systems, are advisable.
- A number of these items are systemic errors in districts and will be addressed through corrective action plans. Verification of results of corrective actions will be gained from district- and state-gathered data.

Please submit documentation of how these items will be addressed.

Date

Karl A. Wilson USOE Special Education Services Unit 250 E. 500 S. P.O. Box 144200 Salt Lake City, Utah 84114-4200

Dear Mr. Wilson:

This is a request for reimbursement in the amount of to theSchool District, for the fiscal support for our year 1 Utah Program Improvement Planning System activities.

These funds were utilized for(activities) on (dates) (dates must fall during the period of July 1, 2005 and June 30, 2006).

Thank you for providing this support for the special education monitoring process.

Sincerely,

Special Education Director

UTAH PROGRAM IMPROVEMENT PLANNING SYSTEM (UPIPS)

Year 1 Checklist

Done	UPIPS Step	Timeline
	Receive UPIPS materials (manual and software) and training from USOE	June, 2005
	Allocate resources for Self-Assessment and Program Improvement planning	August, 2005
	Form the Steering Committee and establish sub-committees	August, 2005
	Set dates and agendas for Steering Committee meetings	August, 2005
	Train Steering Committee on UPIPS process, including	August, 2005
	Program Areas, goals, and performance indicators	_
	Establish timeline for Self-Assessment process	September, 2005
	Review school data profile and determine what additional data is needed	September, 2005
	Determine process and dates for file reviews, interviews, surveys, and other needed data	September, 2005
	Begin collection of needed student outcome data (i.e. LRE, disproportionality, qualified staff, academic achievement, etc.) *See UPIPS manual pg. 35-36 for complete information	September, 2005
	Collect and analyze off-site data (forms, child find,	September-December,
	personnel, evaluation materials, and federal reports)	2005
	Begin collection of needed on-site data (file reviews,	October, 2005-February,
	interviews, surveys, and focus groups) *Can use school	2006
	developed file review process, UPIPS SRR program or	
	Paper and Pencil version in UPIPS manual pg. 86-101	
	Submit compiled off-site data to USOE	December 1, 2005
	Analyze <u>ALL</u> data collected from <u>ALL</u> data sources	March-April, 2006
	Present data analysis to Steering Committee	March-April, 2006
	Identify and write Program Improvement Plan (PIP) goals and areas of non-compliance. * See UPIPS manual pg. 44-46 for PIP format and sample	March-April, 2006
	Write Corrective Action Plan (CAP) for areas of non- compliance * See UPIPS manual pg. 47-50 for CAP format and sample	March-April, 2006
	Complete Self-Assessment Report, including Executive Summary * See UPIPS manual pg. 41-43 for report format and sample	May-June, 2006
	Submit complete Self-Assessment Report, including	June 30, 2006
	Executive Summary, CAP, and PIP to USOE	
	Submit invoice for UPIPS Year 1 fiscal support with	June 30, 2006
	<u>reimbursement letter</u> to USOE * See UPIPS manual pg. 115 for sample letter	
	Submit LEA application, as well as yearly state and federal data reports to USOE	July 1, 2006

UTAH PROGRAM IMPROVEMENT PLANNING SYSTEM (UPIPS)

Year 2 Checklist

Done	UPIPS Step	Timeline
	USOE schedules on-site validation visit with Special	July-August, 2006
	Education Director	
	Implement Program Improvement Plan and Corrective	September, 2006-May,
	Action Plan activities	2007
	USOE conducts on-site validation visit to school to validate	
	results of the Self-Assessment Report and summarizes data	
	into a UPIPS final report	
	Share UPIPS report with local School Board and Public	Within 90 Days
	Submit evidence of sharing report to USOE	Within 90 Days
	Revise Program Improvement Plan (PIP) and Corrective	Within 90 Days
	Action Plan (CAP), if needed, to reflect additional findings	
	in the report that were not included in Self-Assessment	
	Submit revised PIP and CAP, if needed	Within 90 Days
	Implement revised PIP and CAP	After receiving report- July, 2007
	Plan CSPD activities to facilitate PIP and CAP	After receiving report-
		July, 2007
	Begin individual file correction activities for file errors	After receiving report-
	identified during on-site validation visit * See UPIPS	July, 2007
	manual pg. 112-114 for complete information	
	Submit annual progress report on PIP and CAPS	June 1, 2007
	completed to USOE	
	Submit LEA application, as well as yearly state and	July 1, 2007
	federal data reports to USOE	

Year 3 Checklist

Done	UPIPS Step	Timeline
	Determine whether files will be reviewed through self-	July, 2007
	monitoring process or additional USOE on-site visit. If	
	USOE on-site visit, schedule visit. If self-monitoring,	
	determine schedule.	
	Conduct self-monitoring of files or facilitate USOE on-site visit.	July, 2007-May, 2008
	Continue to implement PIP and CAP	July, 2007-May, 2008
	Implement planned CSPD activities	July, 2007-May, 2008
	Continue and complete file correction activities for	Within 1 year of
	individual file errors identified during Year 2 on-site visit	receiving report
	Submit evidence of individual file error corrections	Within 1 year of
	*See UPIPS manual pg.112-114 for complete information	receiving report
	Collect and review data to measure the effectiveness of each	July, 2007-May, 2008
	action step of PIP goals	
	Revise the PIP, if needed, to reflect additional findings from data collection	July, 2007-May, 2008
	Submit revised PIP and CAP, if needed	July, 2007-May, 2008
	Submit evidence of CAP related training completed (agendas, participant list, and training materials)	December 1, 2007
	Submit annual progress report on PIP to USOE	June 1, 2008
	Submit verification of results from completed CAPs	June 1, 2008
	(through either on-going internal file monitoring data or additional on-site visit) to USOE	
	Submit LEA application, as well as yearly state and	July 1, 2008
	federal data reports to USOE	July 1, 2000

Year 4 Checklist

Done	UPIPS Step	Timeline
	Schedule verification visit with USOE if CAP verification of	July, 2008
	results was <u>not</u> submitted in Year 3.	
	Continue to implement PIP	July, 2008-May, 2009
	Continue to implement planned CSPD activities	July, 2008-May, 2009
	Collect and review data to measure the effectiveness of each	July, 2008-May, 2009
	action step of PIP goals	
	Revise the PIP, if needed, to reflect additional findings from	July, 2008-May, 2009
	data collection	
	Submit revised PIP, if needed	July, 2008-May, 2009
	Submit annual progress report on PIP to USOE	June 1, 2009
	Submit LEA application, as well as yearly state and	July 1, 2009
	federal data reports to USOE	

Year 5 Checklist

Done	UPIPS Step	Timeline
	Continue to implement PIP	July, 2009-May, 2010
	Continue to implement planned CSPD activities	July, 2009-May, 2010
	Collect and review data to measure the effectiveness of each	July, 2009-May, 2010
	action step of PIP goals	
	Revise the PIP, if needed, to reflect additional findings from	July, 2009-May, 2010
	data collection	
	Submit revised PIP, if needed	July, 2009-May, 2010
	Submit annual progress report on PIP to USOE	June 1, 2010
	Submit LEA application, as well as yearly state and	July 1, 2010
	federal data reports to USOE	